

PERSONAL COLUMN

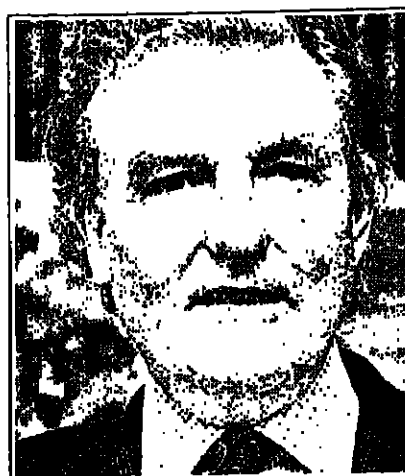
One of the most difficult things in life is to shake off a mood of bitterness and put it behind one. Yet it is sometimes necessary. Indeed, I would say it is always necessary for bitterness never did anyone any good and it can be expensive, leading to self-destructive behaviour and filling the mind to the exclusion of more useful and creative emotions. Many British teachers are bitter about what has happened to them in recent years, and especially the last two. But they would be extremely foolish to indulge their bitterness, however justified they may think it. The time has surely come for them to draw a firm line under the past and make a fresh start.

To begin with, it is no use pretending that they are likely to get a more generous Minister than Kenneth Baker. He has squeezed as much as he can from the present Cabinet. There is no more in the kitty. But surely the teachers would do better under Labour? That may be so, initially. But Labour governments have a way of running out of steam, and cash, after a year or so, and then slamming on the deflationary brakes in a brutal and arbitrary manner.

I doubt if, during the whole lifetime of a Labour government, the total sum in real terms made available for education would be significantly higher than over the past four-to-five years. In any case, the possibility of Labour winning a majority of seats in the next parliament, which may not even be elected for another year, was never very high and must now be considered remote.

Teachers, it is true, might well get more money from the Alliance, which is perhaps better disposed towards them than the other parties. But the Alliance is not going to form the next government. It might conceivably be involved in a coalition with Labour. But that would be a precarious and hand-to-mouth affair, rather like the Labour governments of the 1920s or the last phase of Jim Callaghan's regime. It would be marked by economic uncertainty, rising prices and a wages-scramble, with the newly-unleashed big battalions of the TUC furiously using their muscles to grab whatever was going.

In such circumstances it is hard to see the teachers maintaining their relative position,



PAUL JOHNSON

Hopes and fears

'Teachers require a professional negotiating body, but they have no need for a trade union'

let alone improving it. Historical experience suggests that the teaching profession does not flourish during periods of wage-inflation. It is always possible, of course, that a Labour-Alliance government would introduce an epoch of Utopian wage-restraint, with all the unions behaving themselves. But no one in politics believes this.

In theory, an Alliance-Conservative coalition is another conceivable outcome of the election. That might well benefit the teachers, at any rate to begin with, but no one at present has any idea of how the mechanics of bringing about such a government could be contrived. So let us forget it.

All of which brings us back to Mr Baker. Teachers may not like the way he has imposed his settlement. But to most outsiders, including probably most parents, he seemed to have little alternative. The award itself is fair, and the wage-structure it embodies is sensible.

It is unlikely that mass education in this country can be significantly improved until the general status of the profession is raised in the public mind, and the quality of entrants enhanced. That means widening differentials and relating reward much more closely to qualifications and performance. This is a painful process and it looks unfair, but it has to be done.

My complaint about Baker is that he has not gone far enough. I would like special achievement-linked financial bonuses for outstanding headteachers and specialists. Every *métier* needs its "glittering prizes", to use F E Smith's phrase, to attract those with "sharp swords" — or sharp brains.

It may be true — I hope it is — that most teachers have altruistic reasons for entering the profession, and see it as a vocation as much as a career. But ambition has its place also. It is not only an honourable impulse but one which is essential for human survival and improvement, and ambition must be spurred by financial rewards.

Baker, then, is right to insist on a structure of this kind, and I believe the majority of teachers will come to agree with him. The alternative, an indefinite period of guerrilla warfare in the schools, is too distressing to contemplate.

As with many other groups of workers in the public service, their employment is not directly governed by market forces. They cannot exactly strike themselves out of a job. But their well-being is dependent on public approval. If this is forfeited, the public will ultimately hit back through the political system. There is no doubt that opinion has swung sharply against strike action of any kind in recent years. Groups

which have failed to heed this mood have hurt themselves badly.

The public response could take many forms, but a long period of classroom disruption could lead to a political demand for a major contraction of the state system and a huge privatization programme. There are a great many Conservatives who have been looking for just such an opportunity to propose a revolutionary policy. Once the movement got under way, events could move rapidly, as they have done in other parts of the public sector. It is a possibility that the leaders of the teaching unions must keep in mind.

My guess is that the ultimate outcome will be an independent pay review board and a permanent no-strike agreement. Teachers obviously require a professional negotiating body but they have no need for a trade union, let alone several of them. Militant unionism has been tried in teaching... and it has clearly failed. It has inflicted great harm on the children and it does not seem to have served the interests of the teachers, even in the short term. Teachers should look to the law and medical professions for their style of behaviour, not to the industrial workers. They must learn, once again, to use their intelligence to persuade government and society of the importance and value of their services. That is the honourable course and likely, in the end, to prove the effective one also.

NEXT WEEK

Hung decisions
Susannah Kirkman reports how the education service in Somerset has fared with no single party in power

Joint approach
Kenneth Baker and Lord Young will make a joint statement on education and training at a careers conference next month. David Peck sets out a consultation agenda

Let's get physical
How handicapped children can excel in gymnastics

Extra: Video & Film

NOTICEBOARD

No 297 CROSSWORD by Rufus

PEOPLE...

Mr John Bailey to be deputy director and controller of educational services for Barnet. He was divisional education officer for Hertfordshire.

Mr Bob Love, principal careers officer with Salford careers service, to be principal careers officer for Kent County Council.

Mrs Sandra Buxton, head of applied community studies at Manchester Polytechnic, to be dean of the faculty of community studies and education.

Mr Geoffrey Cooksey to be chairman of the Council for Education in World Citizenship. He was director of Stantonbury Campus, Milton Keynes and Director of Education Ideas-Management Consultancy.

CONFERENCES...

March 27-30
UK Inc - HE Ltd Higher Education Foundation conference at St Anne's College, Oxford, on the ways in which higher education is increasingly incorporated into the central institutions of the state. Speakers include John Bevan, James Armstrong, Geoffrey Ferris, Joanna Tait, Brian Cox, Desmond Ryan and Keith Thompson and the conference will be chaired by the Rt Hon. Lord Hailsham. Details from the Secretary HEE, P. J. Spicer, Galt Mill House, Mill Lane, Chichester, West Sussex PO19 3UN.

April 3
Environmental education: World Wildlife Fund and National Association for Environmental Education conference at Regent's Park Zoological Gardens. Speakers include George Masley, Jonathan

Perritt, Adam Cade, Martin Palmer, Philip West, Amy Long and John Huckle. Fee £7. Details from Miss J Palmer, national conference officer, Martineau Environmental Studies Centre, 225 Bristol Road, Birmingham.

April 3-5
Listen and tell National Federation of Voluntary Workers Scheme conference on basic education for students, volunteers and paid workers, at Villiers Hall, Leicester. Details from NFVLS, Cambridge House, 131 Cambwell Road, London SE5 0HF.

April 6-8
Child sexual abuse: towards a national professional practice at the Polytechnic of North London's Ladbroke House site. For practitioners in welfare, health and education services. Details from June Hirst, acting information officer: 01 607 6537.

April 9
National Association of Arts Centres conference on Education projects and arts centres - initiatives and collaborations at the Arts Centre, Darlington. Speakers include Maurice Paskow, Irene Macdonald, Peter Stark and John Bowden. Details from Bill Hemmingsway, education development officer, National Association of Arts Centres, Room 110, The Arts Centre, Vane Terrace, Darlington, County Durham DL3 7AX.

April 10-12
Institute of Physics Education Group conference at Brighton Polytechnic on new technology in the physics teaching laboratory, the classroom and the physics syllabus. Details from Mr Clive James, Meetings Officer, Institute of Physics, 47 Belgrave Square, London SW1.

April 10-12
Norwood College, Elmbridge Road,

annual conference at Newman College, Birmingham. Speakers include Chris Schenck, Jon Coupland and Steve Bacon. Details from the conference organizer, Senga Whiteman, Newman College, Bartley Green, Birmingham B32 3NT. Fee £59 (residential £69 non-members).
April 21-24
National Council for Special Education conference on Meeting the challenge of change at Queen Mary College, University of London, South Woodford, London. Speakers include Professor Klaus Wedell, Mr Bob Hancock, Professor Peter Miller, Mr Chris Marshall and Mr John Fish. Places are still available. Details from Bernard Higgins, 188 Mansfield Road, Ilford, Essex IG1 3AZ. Tel 01 594 5916 (day), 01 478 6690 (evenings).

COURSES...

March 26
Managing your image, a seminar for college managers, senior administrative staff, marketing directors and PICKUP co-ordinators at Ubridge Technical College led by Michael Barber, Christine Megson, Linda Wood and Kay Valentine. Details from Jane Goodwin, PICKUP Unit, Ubridge Technical College, Park Road, Ubridge UB8 1JQ (0895 3041) ext 22.
March 31
Royal Society of Chemistry Manchester and district section, one-day course for GCSE chemistry teachers on selected topics from the NCA syllabus: chemical resources, environmental, economic and nuclear aspects of chemistry at UMIST tickets £4. Details from Carol Hibbert, Norwood College, Elmbridge Road,

Middleton, Manchester M24 3RN. Enclose a large stamped addressed envelope.

EVENTS...

April 4
A day of dance at Evelyns school, West Droyton, with London Contemporary Dance students, John Aulby and Vela Iannopoulou. Organized by the National Association for Primary Education, Hillingdon branch. Details from Roger Pinkerton, Yeading Junior School, Croydon Road, Hayes, Middlesex.
April 6
International Print Biennale at Worcester City Art Gallery. Teachers' workshop led by Pam Scott from 4pm-6.30pm. A children's and family workshop led by Janet Flynn will be held on April 11. Details from the Gallery, Foragate Street, Worcester. Worcester 25371.

INFORMATION...

Young playwrights
Blueprints is a scheme run by Soho Poly theatre for young playwrights aged 16 to 25. During an introductory weekend individual ideas for a play are discussed with the course tutors. After a week's private work, course members spend two weeks with actors and tutors exploring dialogue, structure and characterization. The course concludes with a presentation of work in progress at the Cockpit Theatre. The scheme is free, but numbers are limited to 12. Details from Blueprints 87, Soho Poly Theatre, 15 Riding House Street, London W1.

Educational Supplement

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Further withdrawal of goodwill threatened

Unions plan new round of disruption

by James Melkie

A work-to-rule which could throw schools back into chaos even in areas not at present suffering from selective strikes is now being threatened by teachers.

The National Association of Schoolmasters/Union of Women Teachers is particularly keen to authorize a nationwide "withdrawal of goodwill" to sustain the impetus of industrial action up to the Easter union conference.

The National Union of Teachers is consulting local secretaries about work-to-rule and meets NAS/UNT leaders today to discuss its policy in protest against the imposition of pay and conditions by the Government.

The threat will annoy parents' organisations, which have been trying to temper frustration at teachers' action and heads, who have complained of the strain of keeping schools open.

The two unions, however, have the support of members who have also led a round of half-day strikes across the country and more stoppages in selected schools in 30 areas.

Withdrawal of goodwill has traditionally meant teachers doing little more than prepare lessons, each and each, although the new contracts being imposed next term will make such action less easy to carry out without substantial loss of pay.

The two unions have already withdrawn from pilot schemes on work-to-rule and conditions package will be laid before Parliament by Easter. This week the Professional Association of Teachers warned ministers that the proposed arrangements on cover were unsatisfactory.

Mr Baker wants teachers to cover for up to three days. The PAT says that teachers who cover on more than the first day of an absence should either get non-contact time made up later or be paid for standing in.

Meanwhile, college and polytechnic lecturers will today be offered pay rises averaging just under 10 per cent from April, in return for more flexible working agreements.

Local authority employers will finalize details this morning before opening talks with the unions this afternoon. They want to keep lecturers' pay on a par with teachers and university dons, but are not optimistic about getting extra Government cash to finance a deal.

The NUT, hit by falling membership, has fuelled accusations of poaching from other unions by launching a cut-price membership offer to those who defect.

The recruitment drive sparks another round in the bitter membership battle between unions, most obviously between the TUC-affiliated NUT and the NAS/UNT.

The NUT is offering a new membership fee averaging £3.30 until December (the cost of the local branch fees) to people who can prove they have already paid this year's subscription to another teaching organization. These new candidates would also be expected to pay full annual subscription (£42 this year) to the NUT from January.

The fast-growing Assistant Masters and Mistresses Association is furious. Mr Peter Smith, AMMA's deputy general secretary, said: "Business must be poor for the NUT."



Plays and players: Liza Gallon takes the stage at a medieval great fair at Kingsbrook comprehensive school, Deanshanger, near Milton Keynes. For seven pupils have taken part in creative arts activities with musicians, poets, writers, actors, potters and textile workers and the project reaches its climax with a folklore festival next week. It has been funded by the Northamptonshire Arts in the Curriculum scheme.

Battle with bureaucracy over ILEA pay anomaly

by Sarah Bayliss

Up to 400 teachers recruited from Scotland, Ireland and overseas to cover desperate shortages of staff in the Inner London Education Authority have been underpaid for several months. In some cases they were attracted by advertisements promising Burnham salaries plus Inner London allowances.

In practice they have received monthly pay cheques £100 or more below what they were led to expect — with no explanation. Teachers who complained discovered they were being paid as "instructors" and that — in the words of one disgruntled Australian — they had "to do battle with the bureaucracy" at the Department of Education and Science to improve their prospects.

The key issue has been the lack of "qualified teacher status" or a "QTS" number from the DES, which can take up to six months to come through.

The cases have been marked not simply by bureaucratic delays at the DES, but by a breakdown in communication between the Department and ILEA about changes in regulations.

According to an ILEA spokesman, the authority was not made aware until last November that a legal judgment reached in July meant it could not employ staff trained outside England

Full story, page 5

and Wales until they had been granted official status. The DES had been "unforthcoming" about this change and had "not recognized" ILEA's critical teacher shortages.

Members of the authority campaigned successfully within the new defunct Burnham Committee to get the ruling changed (TES, January 23). In a swanning act, Burnham allowed authorities to employ Scottish and overseas teachers as if they had obtained status, and to make back payments.

The ruling allowed ILEA to pay Burnham salaries to all recruits from January but, according to its own figures, it has so far failed to do 400 cases.

This week, following complaints from the teachers and their schools, and an inquiry by the TES into three cases, an ILEA spokesman promised that correct salaries on Burnham scales would be sent to teachers in their April pay cheques. Backdated money would also be paid from the time they were employed.

Ealing (teachers may experience delays in salary payments this month because of a NALGO strike over London allowance). The Ealing council computer, which is run by the union's members, also processes Brent staff salaries but alternative payment arrangements have been made.

Head complains about misuse of Muslim names

by Bert Lodge

Teachers in British schools often offend their Muslim pupils by deliberately misusing their names, a conference was told.

Dr M Azam Baig, head of the Islamic School in the London borough of Brent, said at a two-day weekend meeting of religious education advisers: "Too often the beautiful name of Allah which means 'The Most Gracious' is reduced to Jimmy and Muhammad to Jimmy by insensitive teachers."

The establishment of Islamic volun-

tary aided schools would spare Muslim pupils this kind of disrespect, Dr Baig said, speaking in the Islamic Academy, Cambridge. But until such schools were realized, existing state schools should help Muslim children to find their identity.

At the same time, much of what was taught needed revision to remove longstanding suspicion of Islam. "For ages, history and literature courses in British schools have been breeding prejudices against the Muslims who

were always presented as barbarous 'Saracens' or 'Tartars'," he said.

He called on Muslim parents to forge close contacts with schools and local authorities. They should seek proportional representation on the governing bodies of non-Islamic schools.

As for the weekend schools for Islamic studies which most Muslim children in this country attend, it was time they were integrated into the state time they were integrated into the state system. "By opening their coffers to

finance Muslim community projects, local authorities would win both the gratitude and respect of Muslims."

The Islamia School was founded two years ago as an independent voluntary aided status, but a planning application to bring the school up to the standard required by the Department of Education and Science was recently refused by Brent Council because the school was judged to be in an unsuitable location for further expansion.

THIS WEEK

| COMMENT | EDUCATION | TECHNOLOGY | SPORTS | ARTS | SCIENCE | HEALTH | ENVIRONMENT | TRAVEL | FOOD | ENTERTAINMENT | CLASSIFIED |
|---------|-----------|------------|--------|-------|---------|--------|-------------|--------|-------|---------------|------------|
| 16,17 | 16,17 | 16,17 | 16,17 | 16,17 | 16,17 | 16,17 | 16,17 | 16,17 | 16,17 | 16,17 | 16,17 |



Which way for careers?



Britton on Casey



Compass for Docklands



Special stars



History of the Japs



EXTRA: Video & Film



EXTRA: Video & Film

PLATFORM



With a joint statement due from Kenneth Baker and Lord Young about education and training, David Peck gives his views on the right role for careers officers in the new strategy

Advocate, broker or marketing man?

The revolution in education and training which was heralded by the Manpower Services Commission's New Training Initiative is beginning to subside. The emerging pattern is in many ways superior to the old: the era of general youth employment may have its retrospective attractions but was marked by minimal post-entry training and the squandering of young talent which contributed to Britain's industrial decline. A system which includes a school curriculum suffused by the Technical and Vocational Education Initiative (described by MSC director Geoffrey

Holland as the most significant reform since the 1944 Education Act), the broadening of A level into A/S level, the prospect of a comprehensive system of vocational qualifications and the achievement of a three-year national training scheme (two-year Youth Training Scheme complemented by one-year New Workers' Scheme) provides a far better range of opportunity to the generations approaching statutory school-leaving age.

But the new system brings its own dangers. The idea of competition between school, college and scheme

seems to be gaining ground: more and better marketing is advocated. Such an approach is unlikely to produce a well-educated and well-trained workforce, particularly when the size of the market is decreasing and when it consists of vulnerable young people, watched by anxious parents, often ill-equipped to help in decisions about new options. The best-advised opportunity will sometimes be quite inappropriate to the needs of the individual concerned. It is time to redress the balance: to equip the consumer to make the system work efficiently and sensitively by responding to his needs.

Last summer's White Paper, *Working Together - Education and Training*, went a long way towards recognizing this. It stressed the importance of smooth progression beyond 16 and emphasized throughout the importance of the individual. More important still, it offered a device for redressing the balance. "The Government believes it is essential that each local education authority should formulate a policy for educational and vocational guidance and careers education within its area and ensure that people are provided with sound advice appropriate to their needs and aspirations." As part of this process, authorities are asked specifically to consider the contribution which careers officers and teachers can make and ensure that their efforts are properly co-ordinated.

This idea of a formal policy is not entirely new. Local authorities have been required to produce statements of policy for their careers services ever since the *Employment and Training Act 1973*. To that extent, broadening the requirement to include careers education simply marks a stage of evolution. What is so heartening about the White Paper's proposal, however, is the intention of the Department of Education and Science and the Department of Employment to act in concert to bring it about.

They are wasting no time. On April 8, Mr Kenneth Baker and Lord Young will make a joint statement to chief education officers and principal careers officers at the Careers Service National Conference in London. The full scope of their announcement is not clear - consultation so far has been confined to a few selected practitioners - but it is expected that they will agree to give local authorities the full right to make their own decisions.

entirely welcome and they were probably right to curtail consultation in the early stages. But some opportunity for debate will be needed at the next stage. If a satisfactory new pattern is to emerge, simplistic and rapid solutions must be avoided.

It would be easy, for example, to underestimate the need to look carefully at the work of the range of teachers involved in careers education. This "subject" is undergoing its own revolution. Its scope is widening, concerned now with much more than preparing pupils to get jobs, addressing instead some of the wider reasons for success and failure in work and further education. In many schools it is disappearing from the timetable, to re-emerge within the broader context of personal and social education. This

Careers officers are different from teachers, but their work remains profoundly educational

provides an opportunity for groups of pupils to learn about the gamut of work available as trainee, student, employer worker or self-employed person. Thus they can learn about the map, rather than their own path through it; and the variety of routes available to them and others, now or later.

From this approach can grow not just the self-reliance which can be used throughout a progress through life (the proper definition of a career), but a greater understanding of work and society. From this may develop the attitudes which might one day supplant the "them and us" mentality in industry, leaving room for greater participation in workplace decision-making, company policy, share ownership and collective bargaining. The whole democratic process can thereby be enhanced. For Mr Baker to draw his guidelines too tightly in April or to assume a set pattern of designated staff and provision in each school would be fatal to this wider development.

Just as the contribution of which teachers are capable might be overestimated, so there is a danger of underestimating the contribution of the careers officer. Some believe this danger is foreshadowed by the draft discussion paper on the Careers Service recently distributed by the Department of Employment. If careers officers were to become over-concerned with training, training needs, training places, training in schools and colleges, they would

miss the very contribution envisaged for them in the White Paper.

Careers officers, client-centred in approach and without institutional loyalties, are there to provide the objective careers guidance emphasized throughout. To quote the Secretary of State's existing guidance to local authorities - "The provision of vocational guidance is the distinctive and principal function of careers officers." So it is: and one role emerging from this uniquely disinterested position may be that of advocate - guarding the contract between the young person and the institutions.

Careers officers are different from teachers, but their work remains profoundly educational in nature. If this foundly educational role were ever to change, so would their authority in the minds of the wide range of education and training professionals they serve. Their effectiveness in making new schemes successful (for which they have been so lavishly praised by Lord Young) would decline proportionately. So would their acceptability to young people and their parents. Their role as honest brokers is crucial: without it they cannot provide continuity between education, training, work, between school, employer and provider.

The past 12 months have seen calls for recognition of the Careers Service's potential and for local authorities to re-examine their systems for providing guidance by bodies as various as the Institute of Local Government Studies, the National Institute for Careers, the National Institute for Education and the National Institute for Employment. The White Paper has provided the opportunity to make the overdue changes happen.

Time is short; the arrangements for consultation so far have been sketchy but the opportunity provided by the two Secretaries of State working together is unique. Careers officers and education officers should demonstrate their enthusiasm for partnership by responding quickly. What seemed at first a good idea to simplify the formalized existing procedures and ensure that resources are employed efficiently, is really much more than that. The nation's economic vitality depends on a well-educated workforce and the sum of the outcomes of a large number of well-made individual decisions. Providing young people with the means of making these decisions wisely can make sense of the whole revolution in education and training.

David Peck is principal careers officer for Shropshire.

DIARY

Marx in moderation

"I could be your turn next." This apocalyptic warning comes from the Assistant Masters and Mistresses Association in its latest exhortation to the consequences of Mr Baker's proposed conditions legislation.

The protest (an alternative to the strike action AMMA's leaders failed to secure) raises the spectre of General Jarman's jackboots marching through England's green and pleasant land to deprive teachers of their democratic rights.

Not the stuff you would expect from a union which, despite itself, stubbornly insists on moderation when it comes to strike ballots.

Listening to Mr Peter Smith, AMMA's deputy general secretary, I can say I blame them. His comment on the ban was: "I'm a bit surprised. The average infant and nursery teacher is a strong-minded individual unlikely to be corrupted by the Marxists' undercurrent of AMMA's statements."

That next - a revolutionary push at the Professional Association of Teachers perhaps?

Leads for lunch

Mr Kenneth Baker's PR skills have become a legend in his own luncheon. Or more precisely, his political acolytes have built the legend over countless expense-account lunches with sympathetic journalists.

One of Mr Baker's innovations as Education Secretary, borrowed from Mr Bernard Ingham, Mrs Thatcher's press secretary, has been the deliberate lack of a wiretap confidential information favourable to the Government is passed unofficially to newspapers.

This policy is causing unrest among Mr Baker's official information machine at the Department of Education and Science press office where, it is rumoured, rebellion is about to break out. The DES spokespeople are well-served about being sidelined by Mr Baker's political cronies who are looking like a slave - usually through First Street's most secret society, the political lobby.

There appear to be several reasons for this change. One is that Mr Baker's Government education policies are a better showing through the non-attributable lobby system. Another is that the DES press office has traditionally been so inefficient that education journalists only use it as a last resort. A third is that its press officers talk too much - especially to unsympathetic journalists.

We now know Mr Baker is planning an attack on local education authorities, but will attempt to mollify Tory allies by talking about "pockets of excellence" in a sea of mediocrity and indifference. Let's hope, given his love of the English language, he drops the mixed metaphor.

Blown-up story

While the subject of Mr Baker don't believe a word you read about the Minister and his infatuation with a newspaper column less reliable than when under pressure the Education Secretary rushes to an outer office, falls on his knees, and blows up the aforementioned tulip.

Last year the IEA launched an advertising campaign in Scotland and abroad for teachers to help it out of a staffing crisis. They were promised full Burnham salaries plus inner London allowances of £1,110 - but when they arrived in England it was a different story. Sarah Bayliss has been investigating their financial plight and reports on their attempts to get the pay they were promised.

Paved with coppers...

Amanda Gillan was thrilled at the prospect of a job in London, even though it meant leaving her parents in Glasgow and living in a hostel in Victoria. The surplus of teachers in Scotland had meant that 24-year-old Amanda, an arts graduate from Glasgow University, had been working as a secretary after completing her one-year postgraduate teaching certificate at Jordanhill College of Education, Glasgow.

She replied to an IEA advertisement in the *Glasgow Herald*, which promised an inner London allowance of £1,110 together with, in many cases, a special priority allowance of over £200. "In addition to a Burnham salary."

After a successful interview Amanda was given a choice of jobs from January. She chose to be a reception class teacher at the John Donne primary school in Southwark, south London.

The divisional offices warmly welcomed her and Amanda was made to feel at home in her new job. "It's a very supportive staff and a friendly school and I'm thoroughly enjoying the teaching."

So it came as a shock to receive a pay slip in January, followed by another in February, showing earnings of under £400 net - one-third less than she had been led to expect.

She discovered she had been paid as an instructor because her Scottish qualifications had not been approved by the DES because of bureaucratic delays.

In January, a deal had been struck at the Burnham Committee which allowed authorities to employ Scottish and overseas teachers as if they had obtained status and to make back payments. However, this had failed to come into effect.

Her rent at the hostel, including breakfast and supper, is £45 a week and she considers herself lucky to have managed on less than £100 a week take-home pay.

"I'm beginning to wonder how long I have to wait to be paid the proper rate for the job that I've been doing since Christmas. I just hope my money is settled this month."

Mrs Barbara Habermehl, head of John Donne primary who had feared that no teacher would be available to take her new reception-class in January, said: "This poor girl is trying to live on a low income, in a hostel a long way from home."

Lar Park comprehensive in Tower Hamlets, another school which has had chronic recruitment problems, depends on supply teachers covering staff illnesses and unfilled posts. In recent weeks three Australians, two New Zealanders and one Canadian

have worked on the staff. Karen Fox, aged 26, and a graduate in politics and history, was a social science co-ordinator for four years at a high school in Victoria, Australia. After seeing an advertisement for supply teachers in a state education journal, Karen and her husband planned a year-long trip to Europe, beginning with six months' supply teaching in London.

She sent her qualifications to the DES in December but had no idea that processing them could take several months, nor that her pay from the IEA would be adversely affected.

She left her job and arrived in England on February 1. She went to the Tower Hamlets divisional office the next day and by Tuesday was supply teaching at Langdon Park. She assumed she would be paid a full salary.

"I'm still not sure whether or not the DES is going to accept me, even though I've got a job here and I had a senior position back home."

Ian Quartermaine, aged 25, is a trained chemistry teacher from Brisbane, Queensland, who planned to work in London for several months on his travels across the world. Like Karen he has been made welcome by Langdon Park but has faced disappointment and frustration over his salary.

"What annoys us is that there's a big advertising campaign to get us here, but after we've arrived we have to spend months fighting the IEA, and the DES especially, until we can finally get a proper rate of pay."

The uncertainty about pay is particularly difficult for supply teachers. "If you've just come here for a couple of months you don't have enough time to finish fighting these people before you have to leave."

Ian's girlfriend also started supply teaching at Langdon Park but left within a week to work as a secretary in the City. "She discovered she was going to have months of hassle over money so she opted out."

Ian is annoyed that the DES does not issue clear guidance to teachers about the training criteria it requires and that teaching experience appears to count for nothing. "The procedure by which colleges and universities must fill in a form and send it by post back to the DES is cumbersome, he says, and open to error."

"My college made a mistake and said I had only done eight weeks' teaching practice which, I understand, would have meant the DES disqualifying me. Now they've written again saying I did 10 weeks, but I still haven't heard from the Department. Quibbling about days on teaching practice seems irrelevant to me when you've got experience of the real job."

While the subject of Mr Baker don't believe a word you read about the Minister and his infatuation with a newspaper column less reliable than when under pressure the Education Secretary rushes to an outer office, falls on his knees, and blows up the aforementioned tulip.

Well, it's a lie. He doesn't do it under stress, only when he's feeling chirpy. And he doesn't go on all fours - a deliberate misrepresentation. He does it precisely as he is, in his own way.

Mr Quartermaine, who is currently unemployed, is looking for a job in the private sector. He is a very experienced teacher and has been in the profession for 10 years. He is a very experienced teacher and has been in the profession for 10 years. He is a very experienced teacher and has been in the profession for 10 years.



Hostel reception: Amanda Gillan found her salary was one-third less than she had been led to expect

Ms Chris Collins, deputy head of Langdon Park said: "For us and schools like us which are dependent on supply cover, this is a very, very important issue. We spend hours on the phone trying to sort things out and it's very frustrating."

In both Ian and Karen's case, they sent their documents over before Christmas. You would think the DES could have made a decision by now. They are also paying emergency tax and can only get a rebate once they've been resident here for six months - by which time they may have moved on.

This week, following complaints from the teachers and their schools, and inquiries by *The TES*, an IEA spokesman promised that correct Burnham salaries would be sent to the teachers in their April pay cheques and backdated money would be paid from

the time they were employed. As many as 400 teachers would be affected. "We are very sorry for the inconvenience this may have caused," said the spokesman. "It is something we have tried to resolve as quickly as possible."

Several requests for information from the DES produced little result. One spokesman said the Department relied heavily on the Overseas Development Administration to check overseas courses for teachers.

"It would be an impossible task for us to validate courses throughout the world. We cannot talk about individual cases."

He said people considering teaching in England should "assess whether the training is comparable with courses in this country. If it is, I don't see the problem."

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Trumpet voluntary: a choir and percussion band of 70 children from Alexander McLeod Junior school, Abbey Wood, south London, visited Regent's Park Zoo last week to receive adoption papers for Layang Layang, a six-month-old baby elephant. The children had "won" the adoption of Layang Layang by writing a song for a wildlife competition run by a chocolate manufacturer. Actress Fiona Fullerton, who adopted another elephant at the zoo last year, handed over the adoption certificate.

Council's asbestos assurance rejected

Teachers are refusing to return to a south London primary school, contaminated by asbestos dust two weeks ago, until an independent expert declares it safe.

Four hundred children from Camelot School in Old Kent Road were sent home when the school kitchen was found to have a hundred times the permitted level of dust after contrac-

tors disturbed hot-water pipes lagged with asbestos during weekend maintenance work.

But the children ate their lunch prepared in the kitchen before going home after an environmental health officer employed by the Inner London Education Authority allowed staff to prepare the meal. A spokesman for the authority said this week: "There

appear to have been some errors. We are going to hold an inquiry."

Officials met teachers and parents earlier this week to reassure them that the school was now safe after the kitchen had been cleaned three times and air tests had shown asbestos levels were back to normal. But teachers and parents were still worried and have demanded an independent opinion.

Gateshead offers school-based Scale 2 posts to 16 teachers

'Rootless' supply staff offered a home of their own

by Sarah Bayliss

The image of supply teaching is changing in Gateshead with a permanent team of experienced primary staff being recruited to Scale 2 posts based in schools.

The team of 16 teachers is being set up as part of a major new in-service programme and is intended to make the release of classroom teachers from their duties a much more simple and effective business. The scheme begins on April 1 at an annual cost of £177,400 and is believed to be the first of its kind.

According to David Albon, deputy director of education with responsibility for school curriculum, a permanent and professional supply team can "reduce baby sitting and carry on with actual teaching".

Gateshead has 90 primary schools and each member of the new team will have responsibility for five or six schools with a home base in one.

The reason for basing the supply teachers in a school, says Mr Albon, is "to give them a home of their own, a place to keep their things and where they can keep in close touch with classroom teachers".

Their responsibilities will include getting to know the teaching programmes of all schools in their patch and to prepare work alongside teachers who are expected to go on courses. In future it will be possible for three or four teachers from one school to be released for in-service training

together with reliable cover being provided by the team in their absence. "We're looking for high quality people who can turn their hands to a variety of situations working with different heads, teachers and classes in an informed way," said Mr Albon.

The supply teachers will also have their own in-service training in the two weeks at the beginning and end of each term - the times when class teachers are least inclined to want to go on courses.

Ms Joan Campbell, press officer for the NUT in Gateshead, this week welcomed the new policy. "It is a progressive step but it is also a necessary step if an authority is going to have effective cover for in-service training".

Gateshead is planning to spend more than £1 million on in-service training in the coming year with part of the cost being met by the Government's GRIST (grant related in-service training) arrangements.

"We are talking about a massive move forward in in-service and we can't deliver that kind of programme unless there is an effective scheme for releasing teachers," said Mr Albon.

A secondary supply team, with every school having a supply teacher permanently on site, was begun last autumn and has proved to be successful. The fact that they are awarded permanent contracts, rather than temporary positions, is another reason for its popularity.

Grammar causes fewest errors, says study

Education researcher Mr Mike Preston accepts that Mr Kenneth Baker will wish him hanged for heresy when he says formal grammar teaching does little to improve students' ability to write good English.

But Mr Preston, from Garnett College, Roehampton, and the Further Education Research Association, is convinced that the Education Secretary's committee of inquiry into English language teaching will end up publicly agreeing with him - if privately it does not already do so.

His research with 247 school-leavers and young adults leaves him to conclude: "When viewed against other factors affecting a student's ability to write, grammar is not of great importance. The organization and construction of logical arguments and the

Ian Nash talked to a researcher whose view of English language teaching differs from that of the Education Secretary

teaching of spelling are far more important."

The research, on students of "average to low" IQ, shows that only one-third of writing errors, apart from spelling mistakes, were genuine grammatical blunders. The most common oversight, by one in six students, was the omission of words.

Carelessness accounted for one-quarter of all errors which were easily eliminated by students "proof-reading" their work. Four in 10 mistakes were the misuse of apostrophes and the mixing-up of words such as "their"

and "there" or "to" and "too". Mr Preston's study is part of a much wider project to compare the effectiveness of efforts to improve writing standards by teaching "formal grammar", and by teaching writing skills while ignoring formal grammar.

"What surprised us was that people generally wrote very well grammatically," he said. The average number of grammatical errors was as few as three in scripts of between 100 and 1,000 words. Grammar deteriorated with increased academic ability because students were set harder linguistic challenges.

But where writing standards were low, "organization and clarity of meaning" were exceptionally poor, although from a grammatical point of view nothing was wrong," he said.

Often the problem was one of inflexibility: the inability to choose a suitable style for the occasion.

"Mr Baker's committee is likely to suggest going back to syntax, parsing and the rest. There is a general groundswell of public opinion that this is what it is all about. But we have grounds for thinking it is just not true."

Mr Preston said that if he were on the committee of inquiry, he would prescribe courses in proof-reading, spelling and editing, leaving grammar to the judgement of the teacher.

Analysis of Grammatical Errors in Writing by Native-Speaking Students in English is published by the Further Education Research Association, Garnett College, Downshire House, Roehampton Lane, London SW15 4HR.



Omission of words was the most common oversight

Access science courses show high rate of casualty

by Bert Lodge

Almost one student in two admitted to science or engineering degree courses via the "Access" route failed to complete the course, a survey has found. By contrast, eight out of ten who study vocational subjects or social studies are either proceeding satisfactorily or have completed the course. For education, languages and arts courses the proportion is only slightly lower.

The last Labour Government established Access courses in 1978 in seven local authorities to prepare students with valuable experience but without conventional qualifications for higher education. They were intended particularly to encourage more members from the ethnic minorities to enter teaching and social work.

The survey, conducted by Dr John Yates and Ms Pat Davies of the Roehampton Institute of Higher Education, concerned 619 students who entered higher education between October 1979 and October 1984.

Dr Yates commented this week: "The study shows there are considerable grounds for optimism regarding the performance of these students when they get to higher education. But it also shows that in certain areas the Access student may be particularly vulnerable - during the first year of a science or engineering course, for instance."

The majority (76.6 per cent) of students followed three and four year degree courses, while 23.4 per cent opted for a variety of two-year diploma courses. Women outnumbered men by three to one.

Most popular courses were education (35.9 per cent) and social sciences (25.3 per cent). Technology, engineering or science was chosen by 11.2 per cent with a small number following law, town planning or business studies. Some 460 students are still on course or have finished, while 132 (21.3 per cent) have withdrawn before completing. Of those, 77 were judged to have failed in assessed work and 55 failed for other reasons.

In respect of 27 students, information is incomplete. Only 13.5 per cent of women have withdrawn compared with 28 per cent of men, probably a reflection of the high failure rate in the science and engineering courses.

By October 1986, the number of students who had obtained a qualification was 279. Among the 139 honours degrees, there was one first. The remainder included 24 upper second, 73 lower second and 22 thirds. A BEC (ordinary) was obtained by 55, while 72 received the Certificate of Qualification in social work and 10 were awarded other types of diploma.

"If health, followed by family responsibilities, were the most frequent cited reasons for the 29 students who withdrew, and for the 45 who were judged to repeat a year, insufficient ability or lack of motivation were attributed to the 77 who withdrew through failure, but other reasons were cited in 21 cases. No fewer than 10 of these 21 students came from the ethnic minorities," says Dr Yates.

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New approach needed to develop design skills

Tinkering with man-made objects and planning a classroom display should be among the regular activities of primary pupils, according to a new report on design education.

A Design Council document, published earlier this month, also encourages teachers and their charges to get involved in redesigning class layouts, creating design centres in vacant rooms, making plans to improve playgrounds, and creating gardens.

Design and Primary Education says: "Every opportunity should be given to children from an early age to study man-made and natural objects, arrangements and environments and to consider how they function."

The report, which contains more than 50 recommendations, follows a similar review of design in secondary education and was written by a working party which visited 80 schools.

It says the skills of designing and making are as important as literacy and numeracy, but that too much emphasis on these "basics" often excludes design from the primary curriculum, particularly for juniors. It should not be thought of as a separate subject, but as a theme running across the whole curriculum.

Teachers and local authorities are encouraged to invite artists and craftsmen into schools and to build up exhibitions of contemporary work.

Parental involvement in reading could be extended to design education, and schools should try to involve architects, planners, engineers and professional designers.

Many schools were found to have built up links with local industries and these should be fostered. In one instance, a school had asked apprentices from an engineering firm to come in and help with work involving simple technology.

The Design Council has already acted on some recommendations by setting up a new primary education unit, with a regular newspaper for schools to be published in the autumn. Future video and slide packs will include primary-based activities, and a series of seminars on implementing the report is to be held for teachers, trainers and local authority advisers.

Design and Primary Education, to be sent to all primary schools, i.e.a.s and teacher training institutions, is also available from The Design Council, 28 Haymarket, London SW1Y 4SU.

Labour drafts nursery plan

Labour authorities will be encouraged to overcome the shortage of nursery teachers by setting up retraining and conversion courses for secondary staff and nursery nurses at a conference next week. The conference, for nursery practitioners and local politicians with an interest in Labour's programme for young children, will be

held at the House of Commons next Monday as part of the party's new campaign, "Better Lives for Under Fives".

Mr Andrew Bennett MP, a member of Labour's front bench education team and organizer of the conference, said: "We do not want to be held back by a shortage of trained people."

Jewish group fights for aided status

by Bert Lodge

A bid by a Jewish primary school for voluntary aided status still hangs in the balance after the Labour group on the Inner London Education Authority failed to reach the application on its agenda last Monday.

The school, the girls' junior section of the Yesodei Hatorah schools, cares for about 1,000 children of the strictly orthodox Jewish community in Stamford Hill, north London, a largely working-class area.

If voluntary aided status were granted, running costs would be paid by the local authority - an arrangement employed by most Roman Catholic and Church of England schools.

Though the decision is made by the Secretary of State, local education authority backing is essential. But the school trustees hold out little hope as they have made repeated attempts since 1955 to achieve aided status. In 1970 they succeeded in securing local authority backing, but the Department of Education and Science turned this application down.

The group accuses the ILEA of hypocrisy in consistently denying local children state-funded education, while priding itself on its equal opportunities and anti-discrimination policies.

The authority has replied that local schools are already places in the work of the school. Moreover, the religious character of the school is not understood and respect for other ethnic groups. The orthodox community dismissed these "breathtaking lies of arrogance and hypocrisy".

Yesodei Hatorah schools are run on the principle of strict adherence to the Torah and the commandment to educate one's children. The school's ethos, as expressed in its motto, is to provide

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NEWS

Sir Edward Britton, former general secretary of the NUT, writes in appreciation of his former rival, Mr Terry Casey, who died last week

A resolute master of propaganda

Sir Christopher Wren's memorial in St Paul's Cathedral reads "If you require a monument, look around you". The same might be said of Terry Casey. He took over the secretaryship of the National Association of Schoolmasters in 1963 when it was a relatively insignificant organization of men devoted to opposition to equal pay for women teachers. In 20 years he built it into the NAS/UWT of today, a trade union which even its most adamant detractors have to admit is a power in education.

To some extent events were on his side. Teaching the world over is a profession divided against itself and England is no exception. The English education system, based upon class privilege and religious controversy, is not conducive to unity.

Circumstances favoured factionalization and the Department of Education and Science encouraged it. In the 1960s and 1970s real advances were made in school education, notably in the development of the comprehensive idea and the raising of the leaving age. But, with the momentary exception of the Houghton award, no government was prepared to finance these advances adequately. The result was educational change against a background of inadequate resources. Although the over-all position might look good, there were considerable local dissatisfactions, and when money is scarce, people tend to look for sectional rather than all-embracing remedies.

Into this atmosphere stepped Terry Casey. He possessed many of the characteristics of the archetypal trade union leader. He had a half-fellow-well-met manner, a ready wit and a mastery of the emotive but slightly vague propaganda phrase from which political slogans are made. His claim that the NAS represented "career" teachers was typical. But above all he had an unwavering determination to



Speaking for teachers: Sir Edward Britton, left, and Terry Casey, right

follow policies that would increase his association's membership and power. To this end all his policies were subservient. Indeed at one time he used to say there was no need for his association to have an educational policy. All they had to do was to find out what the NUT proposed, advocate

but it was the best he had. Terry Casey's appointment as general secretary of the NAS coincided with his association's first appearance on Burnham. And Burnham was never the same again.

Terry set about exploiting it to his association's advantage. He refused to accept its conventions and used each set of negotiations for sectional propaganda. At each salary settlement he gained a few more members, though it is doubtful whether the teachers ever got a penny more salary in consequence.

I always found him easy to get on with. Whenever we met it was invariably upon friendly terms. Circumstances cast us on opposite sides of most questions. Indeed, at the moment I cannot remember any situation in which we were able positively to co-operate. Yet Terry never allowed the slightest trace of personal animosity to enter into our relationship,

which, in the light of the relationship between our two organizations, indicates no small generosity of temperament.

The final assessment of his final contribution to education and the teaching profession must be left to the educational historians of the 21st century.

Terry used to say there was no need for his association to have an educational policy

Of the former Assistant Masters' Association: "Organized thuggery."

Life has been a little less colourful in teacher union politics since Terry Casey stepped away from centre stage.

A talent to brighten the darker moments

by Richard Garner

Terry Casey could always come up with the right phrase to sum up any situation - and add just a touch of humour to even the darkest moments in the everyday life of negotiating folk.

On his decision to join the National Association of Schoolmasters on ending teaching: "My predilections would have been for the NUT, but I was from the problem of men in the profession."

Reflecting on his London East End roots: "I came from the sort of family that doesn't find Steptoe amusing. It's too near the truth."

His methods of getting things done: "Make yourself a thundering nuisance and you get somewhere."

His advice on teaching youngsters to cope with unemployment: "We have got to get them to be successful scavengers ready to take a rough role in a society which has structural unemployment."

Unlocking the doors to learning

live in a dilapidated terraced house in Hulme. When I'm alone in the evening I'm always nervous. I hope my life will change. I'm now at college improving my education. I hope this will enhance my prospects.

This passage from a student's essay on life in a slum testifies to the need for a pioneering project - the Manchester Education Centre - run by the National Association of Offenders, which has just celebrated its tenth anniversary with an exhibition of students' work.

The centre, housed above a computer shop near the city's polytechnic and university, offers around 20 courses a week and provides an advisory service which encourages discharged prisoners to carry on with their studies.

The prison and probationary services have referred nearly 900 people to the centre in the past year and 400 have been on courses. Six staff are helped by an army of volunteers - more than 1,000 since it opened - and about 80 a week turn up.

Most of the volunteers are students, many of whom intend to go on to social probation work. The work provides them with valuable experience and the centre's students also benefit as one-to-one tuition is available in the majority of classes.

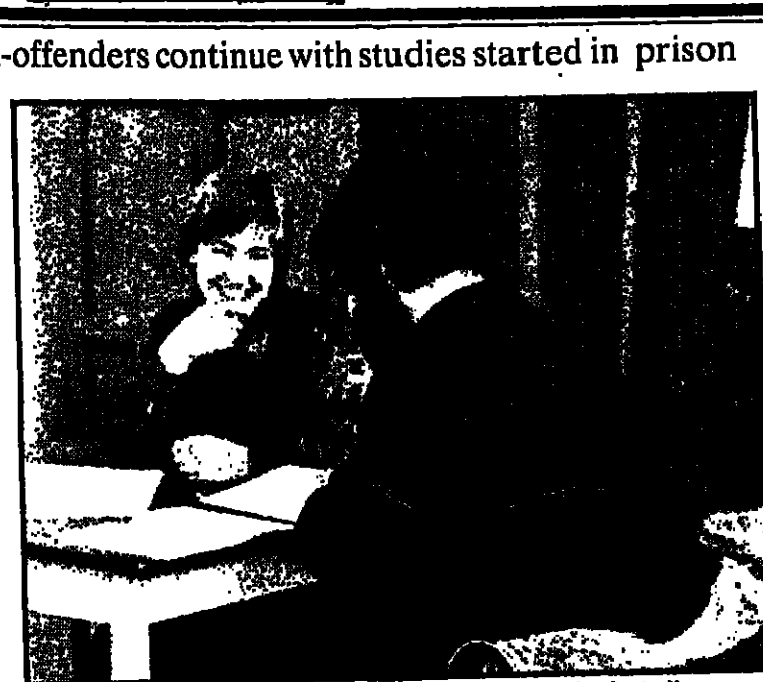
"This place is about fostering confidence and trust: when they come here they trust nobody," Ms Janice Holden, one of the tutors, explained.

The Manchester centre is only one of two education projects run by NACRO to be funded by an education authority through the Urban Aid programme, although it set an example for 14 similar schemes around the country. The grant is up for renewal at the end of this month.

Mr David Haley, head of the centre since it opened, argues that what NACRO is doing is not only humane, but cost-effective. The project grant last year was £87,000, compared with the £3 million it costs to lock up 100 people for a year.

A study of ex-offenders who had attended the centre for three months or more showed that 29 per cent of those who had re-offended every six months before coming to the centre had stayed out of trouble for a year or more. Another 32 per cent had done better than their previous average and there was little change among the remaining 39 per cent.

Mr Haley said: "Contrary to popular belief, prisons are not full of rapists, muggers and master criminals. They are crammed with people who are socially inadequate."



Happy release: tutors encourage leisure interests as well as academic studies

Consequently, the centre's courses aim to make people become self-reliant. There are classes in basic literacy, maths, typing, domestic and life skills, but leisure interests such as photography, outdoor pursuits, art and drama are also fostered.

John, who spent nine years in a special school and seven in Rampton, took 14 courses a week when he started at the centre in 1981. He still does maths and English but now spends 25 hours a week doing voluntary work for old people and runs and walks for charity.

Bill can now write his name and has acquired other new-found skills which have enabled him to live on his own in a council flat instead of sharing a hostel room. Roger has gained enough self-confidence to want to start his own political party. (Spend more on social services, less on defence and bring back the cane, he argues.)

One tutor, Moira Welch, has adopted a novel approach to life skills.

Photocall for crumbling buildings

Teachers are being urged to take up photography to offer proof to the public that Britain's crumbling classrooms are in urgent need of repair.

The plea has come from Mr Tony Miller, vice-chair of the National Union of Teachers' publicity committee, who aims to build up a national dossier on school building decay.

Members are asked to spare nothing from the visual record of the camera: buckets catching water dripping from the ceiling, staffrooms hopelessly small for the number of teachers, and equipment which has fallen into disrepair.

"We aim to show that the picture in the schools is very different to the one that Kenneth Baker has painted of state education," said Mr Miller.

Members are asked to send photographs to their branch secretary or to the union's headquarters at Hamilton House, London. Schools' identities will be protected unless the authority states otherwise.

Members are asked to send photographs to their branch secretary or to the union's headquarters at Hamilton House, London. Schools' identities will be protected unless the authority states otherwise.

Dartington legacy

A new school will be opened in September by three teachers who will be made redundant with the closing of Dartington Hall at the end of next term.

It will be called Sands, located near Totnes, and will to some extent carry on the progressive ideals of Dartington Hall, with children and teachers running the school together.

Dartington Hall was opened in 1926 and soon established a high reputation for enlightened education. But numbers on roll plummeted in recent years.

The school was the subject of adverse publicity which included a tabloid newspaper publishing nude photographs of the head and his wife.

TES staff report on latest attempts to persuade specialists in science subjects to enter teaching

Students are drawn to polytechnics

Science and mathematics students are flocking to polytechnics - but the numbers taking shortage subjects at universities are declining.

A survey by the Committee of Directors of Polytechnics has revealed that polytechnics attracted 8.1 per cent more maths and science students last autumn, and an extra 4.2 per cent in engineering and technology.

Since 1981/82, the number of science, maths, technology and engineering students in polytechnics has grown by 36.4 per cent.

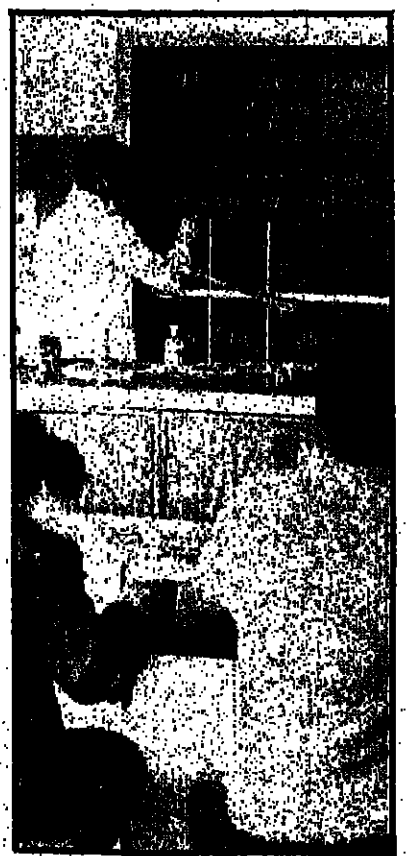
This contrasts markedly with figures released last month by the University Central Council on Admissions, which showed dramatic falls in applications for shortage subjects, with maths down by 16 per cent, biology 13, computing 12, and physics 10.

Enrolment for full-time and sandwich courses in the polytechnics increased by 2.9 per cent last year, taking overall growth in public sector higher education to 22.3 per cent since 1981.

In contrast, university applications fell by 1.4 per cent last year, and a further decline is expected this year.

The discrepancy is partly explained by Government cuts, which have hit universities much harder than polytechnics, and by the introduction of a central clearing house for polytechnic admissions - PICAS - two years ago.

But the main reason, according to Dr Ray Ricketts, who chairs the CDP, is the competitiveness and flexibility of polytechnic courses - particularly in the shortage subjects.



Spread of sandwich courses

ing," he said. "We concentrate very heavily on sandwich courses which many see as attractive, because of the amount of work students do with industry."

Firms offer grant top-up

by Bert Lodge

At least 30 physics graduates who opt for teacher training in October will have an extra £185 a month tax free on top of their grant during the whole of their postgraduate certificate of education course.

This follows the announcement from the Stock Exchange last week that 11 member companies had agreed to offer a grant of £1,000 to each of 30 selected physics graduates accepted on to a PGCE course this year. This will supplement the £1,250 bursary currently paid by the Government to all graduates training to teach mathematics, physics, and craft design and technology.

A condition accompanying the new bursary scheme, which will run for at least three years, is that the winners will be expected to spend up to one month of each of their first three summer holidays working with one of the sponsoring companies. During these periods, they will be paid to work on projects which subsequently can be introduced into the classroom.

"This close involvement with industrial companies is a key element of the scheme," Sir Nicholas Goodison, chairman of the Stock Exchange, said at the launch, which was also attended by Mr Kenneth Baker, the Education Secretary. "The aim is to produce able young physics specialists who will teach the subject in a way relevant to industry."

When asked whether the bursary winner might be seduced into industry by his close contact with it, Mr Baker agreed that it was a risk. "There is a degree ofebb and flow. But the Stock Exchange is to be congratulated on this initiative."



Companies wish to encourage physics specialists who will teach the subject in a way relevant to industry

the special application forms already distributed to heads of physics and education departments in universities, polytechnics and colleges, accompanied with a short paper on "Relevance in science teaching".

Meanwhile, up to 20 teachers will receive a £500 bursary and spend four weeks at a top British Telecom plant this summer. The scheme is yet another initiative in tackling the teacher shortage in mathematics, physics and technology.

Selection of the fellowships will be through existing industrial-educational liaison schemes. Most of the 30 scientists and technologists who attended a seminar last week to help those considering a switch to teaching said they could not afford a year or more in full-time education, writes Jola Smith.



The seminar, held by University College, Cardiff's Department of

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Falling rolls and financial crises have prompted the Inner London Education Authority to reshape its service. But as Bert Lodge reports, County Hall's tertiary plans are not welcomed by Highbury Grove school

Limbering up for the 'sixth' round

It's taken eight years for the re-match, but they're ploughing at one another across the ring again.

In the blue corner, the School: black-blazer, male-only, standard-bearing, parent-popular. In the red corner, the Authority: anti-elitist and anti a lot more, keen and policy-pushing. Holding the ring at Highbury Grove and the Inner London Education Authority touch gloves for the second time is the Secretary of State for Education and Science.

In 1978/79, the fight was over a planned merger. This time it's about decapitation — the ILEA wants to march the sixth form off to a new tertiary college due to be set up in Islington.

It was falling rolls again which occasioned the clash eight years ago although the mistrustful suspected a degree of animus at County Hall against the provocative carryings-on of the previous head, Dr Rhodes Boyson, former Labour councillor and early enthusiast for comprehensives, had turned his vest right round by the early 1970s and sorely discomfited the Labour-led authority by trumpeting his loss of faith in comprehensives while cunningly maintaining a reputation for running a good one.

Though he left the school for the Commons in 1974 the school remained closely identified with the Boyson emphasis on schooling (education can take its time) and when it was saved from closure in 1980 while the pure in heart pointed to the 26,000-signature petition, cynics pointed out that one of the junior ministers at the DES was a certain Dr Boyson.

This time, because the threat does not look so drastic, the defence committee was worried that people, many of whom had never experienced a sixth form, would not give their support. But on Monday, a petition signed by more than 24,000 was handed in to the Department of Education and Science.

The ILEA's case for tertiary colleges is also with the DES and it is very convincing. As numbers fall, only a tertiary college can offer the full menu to the over-16s it says, so over the next

few years all the existing 11 to 18 schools must lose their sixth forms to the new colleges.

According to Mr Brian Jones, Highbury Grove's deputy head, many sixth forms have disappeared. But this is not the case at Highbury Grove. Over-subscribed for 20 years and again this September, it got together with a neighbouring girls' school 11 years ago and formed the Highbury Sixth, a consortium catering annually for about 170 students.

At this point, the stance of its champions has to be made clear. And its champions include the entire governing body, including the nine Labour nominees.

"We are not opposed to the tertiary college principle," Mr Lawrence Norcross, the head, said this week. "We offered full co-operation when the idea was put up. All we ask is that recruitment to the new college in Islington be voluntary."

And he concluded in a letter to *The Times* last week: "If the tertiary colleges prove as attractive as their advocates suggest, then our sixth forms will die a natural death. That we could accept. Public execution is quite

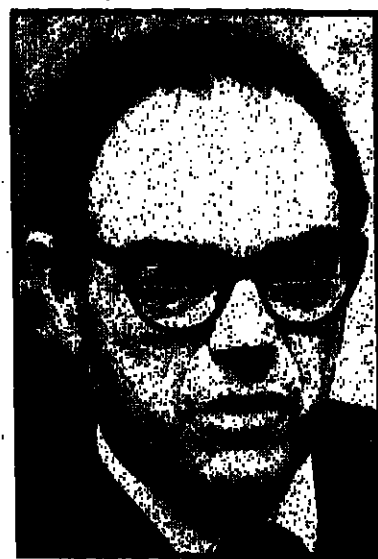


Rhodes Boyson: lasting influence

another matter!" Ah, but that won't do for the authority. The bureaucratic mind does not like exceptions. They spoil the tidiness of concepts, the straight edges of categories. Besides, the more students, the more courses. Let there be a once and for all conversion to this exciting new system, it says.

But Highbury Grove hits back with an uppercut. In an education authority where entries for O level Latin have dropped by 70 per cent in the past 10 years, and where fewer than one school in five offers it at all, 18 lessons a week in the subject are the school's timetable for the under-16s. Most A level Latin entries in the ILEA last summer came from this one school.

This phenomenon of a strong classical tradition vigorously preserved in a London comprehensive and now threatened has generated enormous publicity (when was the last occasion *The Times* ran eight letters on one topic on the same day?) but it has tended to be about the validity of Latin itself in today's world. Anyway, say the reformers, tertiary will ensure that more, not less, Latin is available.



Lawrence Norcross: no compulsion

"What's the good of that," retorts Highbury Grove, "if fewer and fewer students want it? And that's what will happen without a sixth-form element because the top specialists in the subject will not want to work at 'junior level all the time'."

They have a point. Job-scanners in the educational press know how often "Some sixth-form teaching available" is a carrot thrown in with all the Burnham the school can afford in an effort to attract quality candidates.

"And it's not just Latin," points out Mr Norcross. "Other minority subjects will be difficult to sustain at a satisfactory level, if at all. What's more, there will be a problem staffing even some mainstream subjects such as physics without the bait of sixth form — particularly A level — teaching."

In her stylish entry — in Latin — to the debate in the letters column of *The Times* last week, the leader of the ILEA did not deal with that point. Mrs Frances Morrell repeated the disingenuous assurance that the language would always be on offer in London's schools.

The Section 12 notices — obligatory when an authority intends to change the character of a school — were issued in January and the two months following allowed for protest are now up.

While Mr Baker checks his scorecard, ring-side observers point out that preserving schools of proven worth is still Tory policy, that Mr George Walden, minister for higher education, recently spoke in favour of not letting the older disciplines decline, and that, though protocol forbids the previous head from uttering a word on anything outside his Government department, it would be a wonder if Dr Boyson did not manage to roll the Highbury Grove vowels approvingly round his tongue within Mr Baker's earshot.

To cap it all, has not the Prime Minister himself lately been heard to say that "something will have to be done" about the ILEA? It looks as though while the Authority may have the weight advantage, the School has the reach.

... while James Meikle reports on the continuing row over redeploying surplus teachers

Staff-pupil demos 'unsafe'

Teachers who stage lightning walk-outs with pupils in tow may face disciplinary action from pay docking to dismissal, the ILEA made clear this week.

They risk charges of gross misconduct for jeopardizing the safety of children in their demonstrations against redeployment from "overstaffed" secondary schools. The ILEA move follows a number of unofficial lightning strikes at which teachers and pupils have protested outside authority offices.

Education officers said the protests had involved "tens rather than hundreds" and made clear that action against strikers accompanied by children would mean penalties beyond the normal pay stoppages.

The ILEA also said it would not pay teachers who refused to move from schools with too many staff to another school. "Teachers' strikes are a great difficulty in continuing to pay them."

Teachers, warned it would consider legal action if any members were sacked.

ILEA estimates there will be 1,300 surplus teachers in many of its 146 secondary schools by September — although others are suffering from severe shortages. Teachers identified by school heads as candidates for a job change are being offered a £1,000 disturbance allowance to move, voluntary severance pay, or the chance to retrain in other areas, including primary and infant teaching. They will also be invited to join the pool of supply teachers.

Mr Barrie Stead, chairman of ILEA's schools sub-committee, said some teachers were interested in moving voluntarily, but compulsory measures might be needed. If teachers refused to move they would effectively be withdrawing from the system, he said. "The National Union of Teachers' position is a great difficulty in continuing to pay them."

IN BRIEF

Newsam moves

Sir Peter Newsam, the chairman and chief executive of the Commission for Racial Equality, is to become secretary of the Association of County Councils in August. He was education officer of the Inner London Education Authority from 1977 to 1982.

PE policy review

The Inner London Education Authority plans to review its sports and PE policies in schools. The consultation exercise follows criticism that it has discouraged competitive sports. Submissions are invited from parents, teachers and governing bodies to a working party chaired by Mr Peter McIntosh, a former ILEA staff inspector.

Bar to success

Lack of money for staff, resources and building alterations could prevent the successful integration of children with special needs into ordinary schools. The London branch of the National Association of Schoolmasters/Union of Women Teachers said this week. ILEA recently committed itself to integration, without earmarking extra funds. In a union survey teachers in only 25 per cent of schools felt they could adequately provide for pupils now attending special schools or units.

New director

Mr Martin Rees Davies will replace Mr Bryan O'Reilly as director of education for Newcastle upon Tyne. Mr Davies is currently deputy county education officer for Warwickshire.

Bradford fund

A new trust fund to benefit hearing-impaired students has been launched in Bradford in memory of a teacher of the deaf who died in the city's football fire two years ago. Mr Peter Greenwood was deputy head of Thorn Park School for the Deaf. His former colleagues have set up a trust fund in his name to help hearing-impaired students in further and higher education in England and Wales.

PAT election

Mr Derek Norcross, head of St Paul's primary school, Hastings, East Sussex, has been elected vice-chairman of the Professional Association of Teachers from July. He automatically becomes chairman the following year.

Head retires

Mrs Mary Metcalf OBE, one of London's best-known headteachers, is retiring from Haggerston School after 21 years of teaching in Hackney schools. Her successor is Mrs Jill Holtby, acting head of another London school, Quinton Kynaston. A devotee of the creative arts and a DIY enthusiast, she aims to continue the balanced practical and academic curriculum developed for the 900 girls.

'Scrap 11-plus'

The announcement of this year's 11-plus results in Northern Ireland has prompted a call to end the "needless exercise" which has been shown to be "inaccurate, divisive and outdated". A "teachers' union working party" argues that the introduction of GCSE makes a nonsense of continuing selection.

Correct title

Mrs Wendy Body has asked us to point out that she is the service resources co-ordinator at the Bristol Reading Centre, and not an adviser for special educational needs in Avon as stated in last week's TES.

Driving force

A group of unemployed people in Birmingham are having free afternoon lessons under the Manpower Commission's RESTART scheme at Bournville College of Further Education. The students, thought of as "driving force" in many jobs demand a change.

Some hung councils have been accused of being weak and vacillating, but that complaint isn't often heard in Somerset. Susannah Kirkman reports

A county goes to town

The Alliance has swept through Somerset's county hall on a whirlwind of reforms since it took control nearly two years ago. Mrs Pauline Moxon, the chairwoman of the education committee, admits that some officers are still reeling from the shock.

"At first, they couldn't take in how much things were going to change," she says. "Until the dramatic reversal of the 1985 elections, the Conservatives had been in power for as long as anyone could remember."

"The Tories now have one seat fewer than the Liberals. Although there is no formal Liberal-Labour alliance, backing from Labour councillors has allowed the Liberals plenty of scope for innovation."

In an attempt to scrutinize almost every aspect of education in the county, the Alliance has set up 15 review panels to look at issues such as community education, adult literacy, special educational needs and discipline. The panels have generated "fantastic burdens on the system", according to one education officer, who complained that staff in the schools branch attended 60 evening meetings last term.

Committee meetings are now stormier and last twice as long. Mr Tom Hobhouse, the Tory education spokesman, has also accused the Liberals of increasing bureaucracy. He claims that 48,000 sheets of consultation papers have gone out to schools and colleges.

And Mr Hobhouse has attacked the Liberals for their inexperience of local government. "There isn't even a former chairman of a parish council among them," he said.

Mrs Moxon refutes such criticism: "It's easier to pick up council proce-

house's suggestion that the Liberals had only succeeded in depriving the dinner ladies of their Family Income Supplement.

The Alliance administration has spent more than most other authorities on books and equipment, but it has a lot of ground to make up. Overall, it still spends less per pupil than almost all other local education authorities. And unless the Government improves its annual spending allocations to the shires, part of the Alliance education programme may have to be cut.

It is also being squeezed between Tory complaints about a rates rise of more than 25 per cent last year and Labour accusations of penny-pinching. The Labour group has now threatened to withdraw its support because it wanted a larger increase in the education budget's development allowance.

"The Alliance has failed to restore educational services to a reasonable level," says Mr John Gilham, the

Labour education spokesman. "We may have to review our approach over the next two years."

Mrs Moxon agrees that one of the Alliance's main aims is to improve services. But she argues that another hefty rates increase would alienate voters and only succeed in returning the Tories to county hall. Rates this year are to rise by just under 8 per cent.

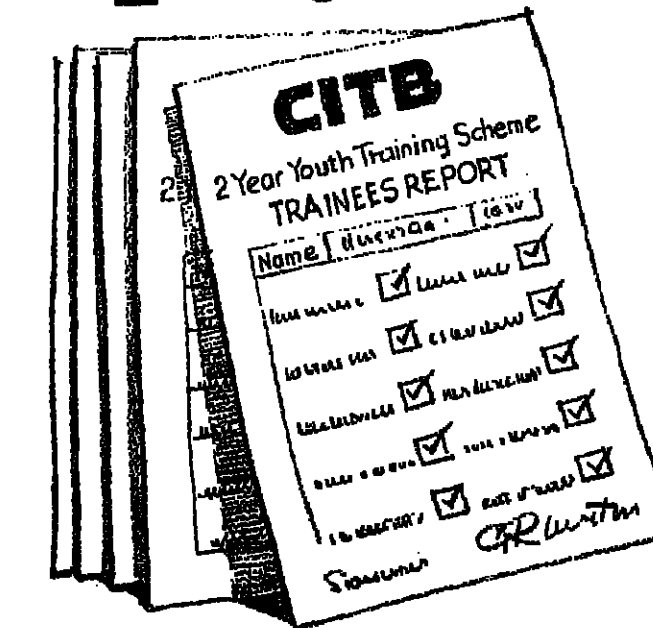
In any case, improvements such as higher morale among teachers are as much due to a change in attitudes as to extra cash, Mrs Moxon asserts. She says that teachers appreciate the Liberals' open style of government. Headteachers were recently shown a breakdown of education spending in the county for the first time — "It helped them to understand how Government restraints affect our budget."

All education committee and sub-committee meetings are now open to the public and school governors have also been advised to hold open meetings.



Pauline Moxon: "At first, the officers couldn't take in how much things were going to change"

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OR SEE US AT: The Educational Visits and School Trips Fair, Wembley Stadium, Boreham, Essex, Saturday 21st March 1987. Stand 45 and pick up your copy of the new Youth & Schools Guide for Bournemouth and the South of England.

Ian Nash reports on the launch of a new scheme guaranteeing jobs for inner city school-leavers...

Employers team up with schools to set pupil goals

Twenty east London companies will guarantee jobs next year to 300 school-leavers who turn up regularly to lessons and achieve educational goals agreed between the schools and employers.

The scheme, known as the "London Compact", is the first agreement in this country where state schools and employers have joined forces to improve educational standards and employment prospects for students.

It is based on the Boston Compact in the United States under which 400 companies guarantee jobs to all schools which agree to include attendance records as part of the deal.

The London scheme, which starts with a pilot project in four schools this autumn, will be run by the London Education Business Partnership involving the Inner London Education Authority and a consortium of companies committed to the revival of inner city employment. It will be extended to the whole of east London within three years.

Pupils will be offered jobs if they attend 85 per cent of lessons, meet nine

out of 10 deadlines for all assignments including homework, complete the London Record of Achievement which was drawn up after the Hargreaves Report, *Improving Secondary Schools*, and satisfactorily complete two weeks' work experience.

Employers will ensure equal opportunities when guaranteeing jobs, give adequate induction for new recruits, provide regular counselling and give day-release for school-leavers to continue their studies and improve their qualifications.

All leavers with special educational needs will be interviewed in conjunction with the careers service to find suitable appointments and a new counselling service will be provided for all pupils who fail to gain employment after three interviews.

The consortium of companies is called the London Enterprise Agency (LEntA) and includes John Laing (Construction), Whitbread, IBM and BP. The London Compact has been two years in the making and is the brainchild of Mr Richard Martineau, director of Whitbread's community



Companies in the London Docklands are working to revive employment prospects for youngsters

programme. Phase one of the three-year pilot project will be in Hackney and east London, an area acutely affected by inner city deprivation and one of the first 20 areas chosen for one of the Government's city technology colleges.

Mrs Mary Metcalf, head of Haggerston School, which will be drawn into the scheme next year, described the support of industry for the compact as a massive snub to the Education Secretary's proposals which had elicited scant support in London.

"This is both a more realistic and better deal for employers who in turn

are willing to be supportive of all pupils, not just the chosen few of a city technology college elite," she said.

The first year of the pilot scheme involves four comprehensive schools: St Paul's Way, George Green's, Mulberry, and Homerton, to be joined in 1988 by Haggerston and Skinner's Company schools and the City and East London College.

All headteachers and a team of employers' representatives drew up the recommendations for educational goals which will be revised as the project expands to take in an expected 30 east London employers.

One of the main objectives at the

beginning of the pilot project will be to encourage continued education in schools and colleges and increase the level of training at work.

Control of the curriculum will remain with schools and acceptance of an offer of employment will be up to pupils and parents. Annual review to assess how far the London Compact can be extended will be carried out every spring until at least 1990.

Very low academic attainment and perpetual truants will be set realistic targets such as a 5 per cent improvement in attendance rates or successful completion of courses.

ILEA responds to severe science report

by Ian Nash

Leaders of the Inner London Education Authority have agreed to speed up a programme for better standards in science teaching following a damning report from Her Majesty's Inspectorate.

A survey of secondary schools in south London revealed that most schools "failed to promote the enjoyment and uptake of science" and to develop reasonable levels of understanding and practical skills.

More than half the lessons observed by HMI in 13 Greenwich schools were judged to be "unsatisfactory" in spite of good provision of staffing, accommodation, ancillary support, books and materials, and the offer of extensive in-service training.

Senior schools inspectors for the ILEA criticized the HMI report for failing to appreciate the lack of promotion prospects and mobility for more experienced teachers, which often had a damaging effect on the morale of other staff.

They also pointed out that many of the problems in the report of an HMI survey in 1985 were identified in the Hargreaves Report *Improving Secondary Schools* and have since been tackled.

Nevertheless, the ILEA has decided on a series of initiatives, including

visits by its own inspectors to all secondary schools in the authority, in the light of the report.

An emergency meeting early next term has been called for all secondary heads in Greenwich to discuss the report, which will also be sent to science heads as a basis for re-evaluating individual departments.

Other changes already set in motion include the preparation of new curriculum support materials, improved in-service training, implementation of the Hargreaves proposals and the recent appointment of a science inspector.

A central criticism in the report is that children can drop science at 14. Since the survey, however, it has been made part of the core curriculum for all fourth and fifth-year pupils.

But the adoption of science as a core subject does not in itself tackle the issue of poor quality classroom teaching. HMI says that four out of ten lessons were less than acceptable while one in ten was "unbelievably bad".

"There is a broad programme of in-service work, but it is not meeting particular needs or indeed reaching all teachers. The development and implementation of a school-based programme and training for heads of departments is urgently needed," says HMI.



Under scrutiny: urgent call for better science teaching

Sound of silence

The spirit of Mallory lives on in a 17-year-old pupil's illuminating poem "Mortimer's Lament", say HMI inspectors. But by and large they found the state of poetry in schools dispiriting and lamentable.

Poetry was at the centre of less than one in 20 English lessons observed in recent inspections. Too often, curriculum guidelines in English departments included statements such as: "Poetry should be included wherever possible."

But in national terms "poetry is frequently neglected and under-resourced; its treatment is inadequate and superficial".

Library stocks were meagre and old anthologies were usually locked in cupboards. "It is rare to see poetry books on display in school libraries, or for pupils' own writings to be linked to displays of collections of poetry."

Teachers needed to exploit their capacities for reading poetry aloud and encourage classroom performance. But

many were alienated by "a background of hostility to poetry among their pupils. They resorted to fiction as an easy option". Others used poetry to escort pupils through a formidable list of technical terms.

The inspectors' report contains many examples of good teaching and good poetry, and has already won praise from Mr Ted Hughes, the Poet Laureate, who said every English department should own a copy.

If pupils continued to be deprived of poetry, then language would become "merely a trail of clichés", say inspectors.

Teaching Poetry in the Secondary School - An HMI View is available from DES, Publications Despatch Centre, Honey Pot Lane, Stanmore, Middlesex HA7 1AZ.

HMI reports are available from the DES, Publications Despatch Centre, Honey Pot Lane, Stanmore, Middlesex HA7 1AZ.

FE history blighted by drab rooms

Accommodation for history teaching in further education colleges is "drab and ill-equipped" and the worst is to be found in the north of England, say HMI inspectors.

The picture of deprivation described in the report - *A Survey of History in Some Colleges of Further Education* - echoes the survey reported in *The TES* last month, when HMI described A level classrooms in schools as "often bare, shabby and featureless" (*TES*, February 20).

In FE, history rooms were not only poor but often in huts scattered around the college campus. Colleges in the north had "depressingly poor teaching rooms, with peeling plaster and leaking roofs". Only two of the 14 colleges surveyed provided "good accommodation".

Poor teaching accommodation was thought to be a major constraint on opportunities to learn. Other factors included "uncertain provision of books and materials, large class size, insufficient academic and pastoral guidance and the undue influence of examinations".

History staff were well-qualified and there was "an excellent match" between training and teaching, although more in-service training and greater co-operation among staff when planning courses were needed.

Off-setting many of the negative aspects, HMI said FE students benefited from access to good library provision, flexibility over the time and pace of courses, the chance to be taught by a history specialist and generous class contact time with the teacher.

... and reviews a system to give youngsters business experience in the depressed North-East

Ruthless takeover shut teacher out of tuck-shop

Kara Blake keeps a close watch on the excesses of her 13 company directors, while giving repeated assurances to the shareholders that big profits are just around the corner.

As managing director, she has been in some tight spots, such as the time the company made a takeover bid for Tuck-in, the sweetshop. "A teacher was already running it - he was a bit upset," she said.

After careful consideration, the school's financial director, Mrs Marjorie Thomas - a teacher - gave the contract to the pupils. Delight at the surprise takings of £22 soon vanished,

however, when they realized how little profit there was.

Kara insists that industrial relations in Hutton comprehensive school's five businesses, which produce everything from sweets to exotic plants, are excellent, although she admits: "We have had a few problems with people not fulfilling their responsibilities. But we talk things through and always manage to reach agreement."

The school's experiences in setting up mini-companies are far from unique. This week, 200 north-east school-children with 50 companies between them set up market stalls in Van

Mildert College, Durham University, with a range of products and services from word processing and disco hire to catering and documentary filmmaking.

The idea of an enterprise in schools was introduced by British Steel in 1983. Concerned about the loss of career prospects - including its own - it sponsored 12 pilot studies in depressed areas of the north-east to win support from several groups including Durham University Business School.

It was followed this year by workshops for 64 teachers from eight local education authorities (from Cleveland to Newcastle upon Tyne), organized by the TVEI unit of the Manpower Services Commission and National Westminster Bank, to expand the pilot work.

Mini-enterprises funded by National West are commonplace now with 1,800 schools - 70 per cent of those eligible - involved nationally. This week, the bank announced a further £100,000 to enable DUBS to continue the scheme in the north-east for a further two years.

The MSC has also given £60,000 for support staff in the hope that a further 500 schools will take part and draw on the success of the eight authorities already involved.

A business education pack for teachers and pupils, produced by DUBS in 1984, is now in its fourth edition. It has sold more than 4,000 copies to schools in England and Wales, and there are demands from overseas, including Japan.

And the business acumen of the 14 to 19-year-olds is remarkable. The Hutton school pupils had never heard of the word cartel, and the shady operations linked with it are not even mentioned in the business guide.

But the 15-year-old entrepreneurs quickly say that tacit agreements among the school's five companies could prevent duplication of products and unnecessary competition with a consequent depression of market prices.

"We hope to find a wider market out of school. We know what the prices are for plants in Durham and we hope to expand," said Kara. "When we come to leave, we will pass the business on to others."

It would be easy to dismiss the

Education for Enterprise scheme as a system for promoting an uncritical view of capitalism rather than a part of the pupils' education; a criticism which Professor Allan Gibb, director of DUBS small business centre, rejects. "This has nothing to do with capitalism. Our aim is to develop enterprising people with self-confidence and the ability to solve problems. By doing this we give them an insight into business."

But far from being acquiescent, he sees them daily developing sharply critical views about the way business is run - not least on their own doorstep, where the wind-down of massive companies has led to few youth employ-

This has nothing to do with capitalism. Our aim is to develop enterprising people with self-confidence and ability to solve problems

ment prospects. ICI took on 11 apprentices last year.

Companies could be storing up trouble for themselves if they fail to exploit the potential of school-leavers. "If they are recruited and are not allowed to be enterprising they will leave," he said.

Many decide not to continue in business. Sharon Knox, a budding newspaper entrepreneur at Bonfield school, Newcastle, would rather be an engineer, and Lisa Ferguson, advertising manager for Hutton, wants to be an actress.

Neil Gow, one of three pupils from George Stephenson high school, involved in short-term enterprises such as Christmas cards production and a car-wash service, said: "What is important is what it gives us now - learning to work as a team, for example."

His friend, Barry Crow, agrees: "It's things like working in a group, discussing freely and having confidence in your own ideas."

All 200 pupils in the enterprise market seemed to exude a strong sense of confidence and self-reliance. "DUBS works well," said one of the pupils.

to attribute to their extra-curricular studies. Their business skills were also applied to ideas of fair wages, profit-sharing, quality control and worker co-operatives.

Imagem, a sixth-form jewellery company, pays 25 per cent of profits as wages, 25 per cent to charity and the rest to school funds. Ridley Mince Pies guarantee "more mince than any shop in Blyth", an assurance backed up by regular checks on every stock.

At Tynedale high school, 15 enterprising youngsters raised £11 for Esther Kantzon's Childline Appeal through a Christmas Kioskogram service at 30p a time. Excess profits were used to refurbish the CPVE room and supply students with coffee facilities.

Several projects have made a major breakthrough in schools-industry liaison. For example, John Spence community high school and Marden high school launched a poster campaign and made a 50-minute documentary on the Health and Safety at Work Act, as a part of the GCSE business studies, for Smiths Ship Repairs in North Shields.

Lisa Clark, a company director from Hutton school, said: "What this is really all about is giving you ideas and skills to bring you out of yourself. Before doing this, I thought I would die, having to talk to other people."



RE exam support fades in Wales

by Bert Lodge

Religious studies will disappear as an examination subject from one in seven Welsh secondary schools next year - although the number of exam entrants has increased in one in four schools.

A survey, carried out earlier this year by the Welsh National Centre for Religious Education based in University College, Bangor, showed "some serious losses". Mr John Summerwell, a lecturer who conducted the survey, said, "While blaming the Government for failing to respond to the growing shortage of specialist RE staff, he was also highly critical of teachers in post."

The clearest message to emerge from this study is that many RE teachers could do more to help themselves. One has no sympathy whatever with the teacher who complains of the unfairness of the geography department in taking the third-formers out on trips to make their subject more attractive. He ought to be doing the same. Religious studies has to provide

the product the customer wants... it has no right to expect to be mollycoddled."

Teachers blamed the disappearance of RE as an examination option on loss or shortage of specialist staff, competition from other subjects - especially the sciences - and the belief that religious studies "does not help you get a job".

The survey comments: "It was inevitable that the coming of GCSE coupled with the spread of the Technical and Vocational Education Initiative would lead to some reorganization of options, that pressure would increase on minority subjects and that this might sound the death knell to unviable small classes."

While conceding this, Mr Summerwell said nine of the 21 schools to stop offering the subject averaged 15 or more candidates. "If 18 is the maximum size permitted for science and practical subject groups, 15 for RE ought at least to be viable."

Head rejects GCSE on religious studies

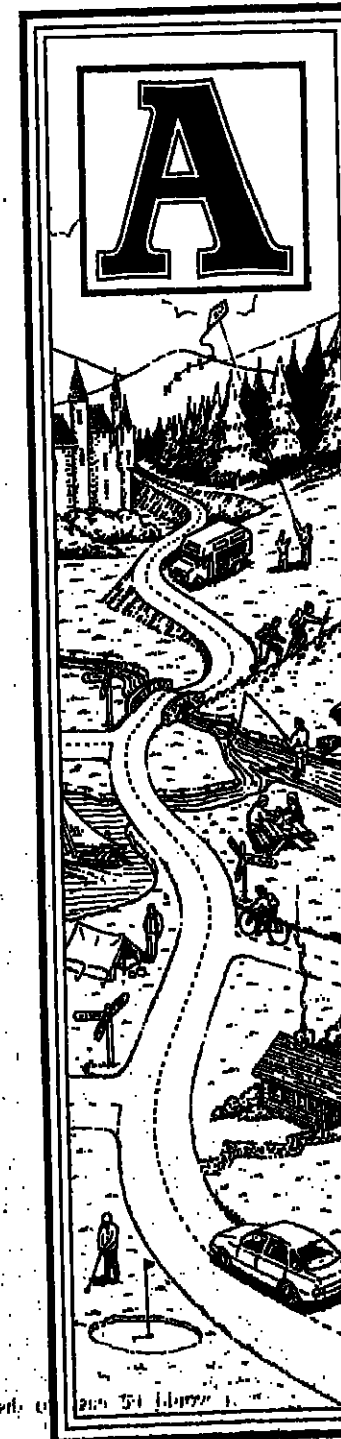
A controversial headteacher has banned the new GCSE religious studies examination from being used in his school because he claims it is "incompatible" with its Christian aims.

Mr Charles Oxley, known for his campaign against gild pornography, told the parents of pupils at Searisbury Hall School, near Cruskent, West Lancashire, and Tower College, Middlesbrough, that he is replacing it with an exam devised by the Examining Board for Biblical and Religious Studies which he founded in 1974. But the EBRS is not recognised by the Secondary Examinations Council or the Department of Education and Science.

"The board has not sent us an examination for us to check," said a spokesman.

Mr Oxley says the exam is of equivalent academic standard to the old GCE and will be taken into consideration by universities and colleges awarding course places.

The GCSE to which Mr Oxley objects was from the Northern Examining Association, "but there is not much to choose between any board", he said. His alternative is closer to the GCE Scripture and includes St Luke's Gospel, the Sermon on the Mount and the Christian Morality in Contemporary Society.



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OVERSEAS

Janet Price talks to youths dedicated to purging Moscow of one Western ideal while emulating another

Prole reversal

Seriozha is 16 years old. He lives outside Moscow, does not smoke or drink to excess, has broad shoulders, wears baggy, check trousers, and has plenty of girlfriends. He is also a *Lyubers* - one of a militant tribe of teenagers with a self-proclaimed mission to purge Moscow of its pseudo-Western culture.

The small town of Lyuberts outside Moscow has recently been put on the map as the spawning ground of the *Lyubers* - clean-cut youngsters who come into the capital and pick fights with anyone who is unlike them - from punks to football fans.

Lyubers are easily discernible by their check trousers and dark caps. They recently formed an organization called "The Office" divided into *malishi* - pre-draft age teenagers - and *stariki* - those over 18 who have returned from compulsory army service.

The Soviet press has described the *Lyubers* as bullying vigilantes who are terrorizing the streets of Moscow.

Militia Major-General Viktor Goncharov, USSR Deputy Chief of Criminal Investigations, has publicly blamed journalistic sensationalism for fanning the flames of bad feeling between *Lyubers* and their chief enemy the "Metallists" - Moscow's heavy metal fans.

"The press reports have been based on rumour, conjecture, exaggeration and plain juggling of the facts," the major-general complained in an interview.

Meanwhile, on the icy streets of Lyuberts this week, Seriozha told us that the *Lyubers* see themselves as muscle-bound avenging angels fighting for a healthy society.

"Lyuberts is first and foremost a town of body-builders," he said. "There are about 500 of us *malishi* who go to school or college in the day time and then work out in our spare time in disused basements converted into weights rooms." The town has a sporting tradition which goes back for decades.

There are now 56 self-equipped gymnasiums in the town's basements. "Most of them are years old," added Seriozha. "My father helped equip one basement when he was a kid. He was a boxer. But since all this publicity the militia has closed lots of them down - they say they're unsafe."

When asked why *Lyubers* like himself go into Moscow looking for a fight, Seriozha explained



Moscow's Lyubers: muscle-bound avenging angels fighting pseudo-Western culture

that he and his friends are patriots. "We believe in Gorbachov. We're his followers," he said. "Moscow has become full of this imitation Western trash - hippies, rockers, punks, break-dancers. They're greasy and dirty. They should be flicked off the streets like flies. We use fists, but they use knives and chains."

Seriozha is a Young Communist League member and wants to join the party and go into the army when he is older. "Life is getting better under Mikhail Sergeevich," he said. "But these pseudo-Western deviants - people who like heavy metal music and grow their hair long - are poisoning our society. Everyone should be like us; strong and fit."

On hearing that the *Lyuber* organization of the 1980s is being compared by some to the Hitler youth of the 1930s, Seriozha shook his head angrily. "If I were given permission, I'd kill a fascist with my bare hands," he said. "Both my grandfathers were killed by Nazis in the war. I'd go and fight in Afghanistan if I had to," he added.

"If someone has to defend our country it might as well be me."

Kostya, another handsome, clean-cut, 17-year-old *Lyuber*, claimed that they were winning the internal battle against what he called impurities in society. "Metallists think twice before they buckle on their leather and studs now," he claimed. "They don't know who'll be waiting for them outside."

Kostya, Seriozha and three or four friends take a train to one of Moscow's underground stations and travel to Gorky Park every weekend. "We used to take a train straight to the central Kazan station but the militia wait for us there now," he said. "So we come in small groups and meet up in the *Vremena Goda* - Seasons of the Year - cafe in Gorky Park until there are a hundred or so of us. Then we spread out and look for metallists."

But Moscow teenagers have had enough of the muscular toughness who are trying to impose their lifestyle on kids in the capital. Notices are being posted in schools and colleges calling for a united

front against the invading *Lyubers*. In February, students from 10 technical colleges marched to Gorky Park with the battle cry "We will defend Moscow". A conflict was avoided by the militia.

Another clash was averted when the militia got wind of a planned offensive by *Lyuberts* by city metallists. Dressed in black leather and chains, the heavy metal fans boarded a train en masse. The doors were shut behind them on militia instructions and they were trucked to the end of the line and back before being finally let out.

But Moscow's metallists are not giving up. The notice pinned up in a Moscow college reads: "We, the Moscow metallists, proclaim a merciless war against the *Lyubers* throughout the whole city."

Meanwhile, youngsters from other suburban towns are joining forces with their *Lyuberts* neighbours. They have taken to wearing check trousers and meet up with the *Lyubers* in Moscow. "They're not as organized as us," said Seriozha "but they support us."

Not, it seems, that the *Lyubers* are in need of much help. A break dancer who tried to prove his girlfriend from being abducted by a *Lyuber* from a disco was beaten up and had to be hospitalized for brain concussion and chest injuries. A foreign tourist visiting Red Square was alarmed to see a gang of six *Lyubers* threatening a lone youngster in an underpass because he was wearing a Western badge.

Being a *Lyuber* can be a profitable business: the victims are not only beaten up but are robbed of their so-called "attributes of an alien way of life", from studded denim jackets to leather bracelets. These are later resold.

But some *Lyubers* are still interested only in the serious business of body-building for body-building's sake. The steps leading to a basement where an 18-year-old nicknamed The Tank works out are icy and crooked. The self-equipped gym itself is poorly-lit and cramped, but full of weights. The walls are covered with photographs of past and present Mr Olympians.

"Arnold Schwarzenegger is our idol," said The Tank. "The kids who go into Moscow looking for a fight are just working off their frustrations. And now that they're notorious, the girls come looking for them. All this is just a phase. Pumping iron is what it's really about."

OVERSEAS



Under siege: young Ugandans are bearing the brunt of the Aids outbreak in their country. Goret (left) is 16 and her disease is at an advanced stage. She is looked after by her mother in their village close to Kyotera, in



UGANDA Rakal province. Her elder brother, 30, committed suicide after becoming extremely ill with the



disease. Young men (centre) pictured at the small trucking town of Kiboni on the road to the main town of Masaka, read a Government leaflet warning them of the dangers of Aids. Na Numbwe (right foreground), aged 18,

was at a mission school learning tailoring before she contracted Aids. Her serious symptoms mean she had to return home. Now she makes raffia mats and is looked after by her mother as her condition continues to deteriorate.

TES correspondents conclude a two-part series on international efforts to educate about the disease

Campaign need tempered by wish to prevent panic

Awareness of Aids is only just beginning to catch on in Africa, where some researchers believe the disease may have originated.

Ethiopia, Tanzania, Zambia and Uganda have all launched major publicity campaigns using local radio, newspapers and posters to stress the danger of Aids and the need for discreet sexual activity.

Zimbabwe is about to begin a national distribution of a pamphlet explaining what Aids is, how it is contracted and how to avoid it. The World Health Organization is lobbying for distribution of a similar pamphlet in every African country.

But with erratic record-keeping and medical diagnoses creating uncertainty over the severity of the problem, most African governments either do nothing or play down the danger.

Kenya appears to be one of the worst-affected countries, but the extent of the problem is covered up by officials who fear the damaging effect

it could have on the vital tourist industry.

In Zimbabwe, health ministry officials say they are being cautious about Aids statements to avoid creating a panic. The country has had 56 official Aids cases, including 20 deaths, but the real total is understood to be much higher.

For most Africans, press reports are the leading source of information on the disease. In Harare, the Zimbabwean capital, they stirred up an Aids fright that boosted condom sales last year by 700 per cent.

Zimbabwe's blood transfusion service refuses donations from anyone in the Aids high-risk categories - promiscuous heterosexuals, prostitutes and intravenous drug users.

Tests of Zimbabwean blood in 1986 found the Aids virus in 32 per cent of samples.

Two-finger exercises

AUSTRALIA

School Aids education has hardly started in many parts of Australia. Some states, and most private schools, are doing nothing at all about it.

In Queensland, where sex education is banned during school hours, the Minister for Health has been soundly defeated in Cabinet on proposals to introduce Aids education and condom-vending machines in schools.

Victoria has embarked on an Aids education programme, which was successfully tested in high schools last year. The scheme, which aims to reduce the incidence of all sexually transmitted diseases (STDs), had students role-playing situations such as telling a potential sexual partner or a doctor they had an infection, convincing partners to use condoms, and practising saying no to unwanted sexual involvement.

Measures to implement the "upper race" policies have included financial incentives for graduates to marry and have children; preference for these children in the country's top schools; \$4,300 incentive for couples of low educational ability to have a third child; and the second or third child; and the establishment of a special match-making unit for single graduates - which includes non-white, dignified, and the most expensive, restaurant.

They visited venereal disease clinics and community health centres, and health workers were invited to speak to classes. Pairs of students were issued with condoms and look turns demonstrating how to use them by rolling condoms over fingers from a box of condoms.

Dr Aubrey Shear, one of the country's few Aids specialists, said that he had found few Aids specialists in the country.

Ultra-conservatism puts candour at a premium

SOUTH AFRICA

few". But in any event, he would not have the resources if many more schools wanted an educational programme. He said the Government was committed to a future strategy in which education featured as an important component, but it was not yet a reality.

Other than finance, it would involve liaison between the departments of health and education which, seen in their racially, regionally, and politically defined contexts would mean the co-ordination of an education programme through a total of 26 Government agencies.

South Africans have so far been afflicted by the "western" Aids virus, but - courtesy of the many migrant workers in the mining industry, doctors predict an outbreak of the African virus.

Already some Malawian miners have shown the virus present and at least one has contracted the disease. So far 32 have died, none of whom were women and none African. A total of 61 people have contracted the disease of whom 48 were South African.

Dr Johan Van Niekark, a director in the Department of National Health, said the main emphasis of the Government's Aids strategy was on prevention and not on education - but this may follow later. The present policy was implemented largely through clinics, hospitals and other health care organizations as well as the media - with television playing the major role.

Dr Aubrey Shear, one of the country's few Aids specialists, said that he had found few Aids specialists in the country.



Officialdom slow off the mark

JAPAN

Over the past month, the Japanese authorities have at long last embarked on a serious campaign to fight Aids through public education.

The death of a prostitute in January, the first Japanese woman to die of Aids on home territory, shattered the country's complacency about the disease and caused widespread public alarm. Japan's previous 21 Aids cases had all been either male homosexuals or haemophiliacs.

In the two weeks after her death, health centres and Aids hotlines were flooded with more than half-a-million calls. The city of Kobe, where she had lived, became the epicentre of the Aids scare in Japan.

The city's anti-Aids committee found its previously thinly attended lectures suddenly packed, and the municipal authorities, concerned over the rising panic, issued information leaflets aimed at allaying widespread fears.

In mid-February, a housewife who was eight months pregnant was found to be carrying the virus. The Japanese Cabinet then gave Mr Junjiro Saito, the Health and Welfare Minister, the go-ahead to formulate a programme of Aids prevention measures.

Kobe is preparing Aids literature for use in its senior high schools. Central government has produced a 16-page public information booklet, edited by the Ministry, which focuses on causes of the disease and measures to stop its spread. It says there is a high risk of infection through oral and anal sex, and encourages the use of condoms.

Fortunately, the death has long been Japan's preferred method of birth control. It is not, however, a high risk of infection through oral and anal sex, and encourages the use of condoms.

Dr Aubrey Shear, one of the country's few Aids specialists, said that he had found few Aids specialists in the country.

Clampdown on beach-boy prostitution

SRI LANKA

Nearly 8,000 young Sri Lankan males in the 13-30 age group - among them schoolboys known to act as prostitutes for foreign tourists - were tested for Aids last year but the results proved negative.

The island's Aids task force is headed by the director-general of the health services, Dr J Fernando, and includes the director of the sexually transmitted diseases unit, and representatives of the tourist board, police and blood transfusion unit.

The screening of young men who frequent the country's tourist beaches is one of a series of steps against Aids taken by the Ministry of Health.

The only positive case of Aids detected locally to date is that of a Briton who was deported after tests by the Sri Lankan and Australian health services proved positive.

The island's task force meets monthly to review the work carried out on the detection and prevention of the disease.

Sri Lanka has earned an unenviable reputation abroad as a paradise for homosexuals. The Government has moved to forbid the admission of under-18s to tourist hotels unless they are accompanied by their parents, and it departs visitors known to be homosexuals.

The task force has prepared a leaflet for Sri Lankans travelling abroad, which warns against sexual contact with foreigners.

D. B. Udalgama

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Dishing up the courses

A telecommunications network which could expand the scope of every school in America is being proposed by Senator Edward Kennedy, the chairman of the Senate Labour and Human Resources Committee.

Costing \$100 million (£61 million) over five years, the scheme would link schools with colleges and universities, teacher training centres and state education agencies. Mr Kennedy

UNITED STATES

claims that it would enable even the smallest schools to offer a full range of science, maths and language courses.

Currently, only 35 per cent of high schools in the United States offer any courses in physics, and it is estimated that some 30 per cent of maths and science teachers are seriously or completely unqualified for their jobs.

Cheating with honour

Cheating can pay. For one New Hampshire student, now studying primary education at Salem State College, it has just paid off to the tune of \$17,000 (£10,600). The money represents the cost of teaching her to read and write - after she had been graduated with honours by her local high school.

For nine years, Karen Morse had been an outstanding pupil. At Hemlock High School, she was elected president of her senior class, president of the student council, and to the National Honour Society. She was voted the student with the "most school spirit". She was top of her class.

In fact, Karen was a dyslexic, totally unable to read. She maintained her chequered record - mostly by taking papers from other pupils and erasing their names: it was not until her final year that her problem was diagnosed and she was given a special tutor. And the school awarded her a diploma just the same.

For Karen, that was not enough. She spent the next two years at an expensive private school for dyslexics, and sent the bills to her old high school administrators on the grounds that they should have done the job themselves.

The school refused to pay, but has now been ordered to do so by the New Hampshire department of education. As for Karen, she is enjoying college and no longer needs the need to cheat.

Best of all possible worlds

Parents, teachers and politicians may worry about the state of America's schools, but the pupils are satisfied.

A nationwide poll of children aged from 8 to 17 shows that nearly 80 per cent are happy with their schools.

They are serious about education, too. More than half told the researchers that they consider academic study more important than making friends, participating in outside activities, or learning social skills. Basic subjects, reading and mathematics are considered the most important things to study in school by 90 per cent, followed closely by computer science.

Not everyone is impressed by this. "We seem to have a picture of a pretty contented generation," commented Diana Ravitch, a history professor at Columbia University Teachers College.

"The teachers' unions should be pleased, but it's not much of a judgement on whether they are getting a good education, because children have no standards for judgement. I think what we're seeing is kids reflecting satisfaction with the status quo. They can't imagine anything else."

Overall, the survey presents a rosy and hardly recognizable picture of the average American child. In an age of widespread divorce and single-parent families, it records that 90 per cent are happy with their home life.

Mr Burns Roper, who conducted the survey for a chewing gum manufacturer, appeared pleased. "I think this is basically a very encouraging report," he said. "It shows that kids have adapted to a lot of things adults say they couldn't adjust to."

Among other things, the poll discloses, are smoking (81 per cent), drinking (68 per cent), and drugs (60 per cent). As the late Joe E. Brown once remarked, Nobody's perfect.

Bill Norris



Two "wives" ... a symbol of prosperity

Multiple choice

SINGAPORE

Geoffrey Parkins on how the bright are urged to breed

Female dons have reacted angrily to the suggestion of Singapore's prime minister, Mr Lee Kuan Yew, that polygamy is the solution to the country's declining birth rate among the educated.

Lamenting over the ever-increasing number of single women graduates, Mr Lee urged students and academics at the National University of Singapore to consider that society "may have been wrong to abandon polygamy".

He said successful men in the old society "always took more than one wife", which guaranteed a large stock of "bright young people" from good family backgrounds.

Dr Aline Wong, a lecturer in sociology and a government MP, said there was "no turning back" and asked how modern women could accept anything less than monogamy.

She said the Women's Charter - which constituted a central part of Mr Lee's election platform - stressed equal rights to inheritance and economic matters. "If a woman has a husband and she is the only one who can support the family, she will not want to have a second husband," she said.

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TALKBACK

COLLEGE INTERVIEWS

Depressed by the unread

Linda Hall

Naturally, I allowed for nervousness, though few students seem smitten by it these days, bewilderment and the awkwardness of youth. I often felt we were talking at cross-purposes. I recall a school friend 25 years ago being invited to interview at a redbrick university, only to be sent packing interviewless when he revealed that the school he attended was a comprehensive. "No, we don't have such places. Ask the next candidate to come in, please." It was their loss actually as he went on to get a first and a PhD.

In ten years of interviewing candidates who wanted to read for a BA in English literature, I often finished my stint of four or five half-hour interviews utterly depressed. I became more and more convinced that our schools were breeding philistines. However, such was my hopefulness or good manners or hypocrisy (I was never quite sure which), I would sit through each 30 minutes of what quickly became apparent was going to be a rejection, religiously following Lady Macbeth's advice to "look like the innocent flower" even if I felt like "the serpent under it". I even smiled benignly when candidates revealed themselves to be ignorant of the set texts, simply arrogant (doing us a favour by applying, don't you know) or brazenly uninterested in reading as an

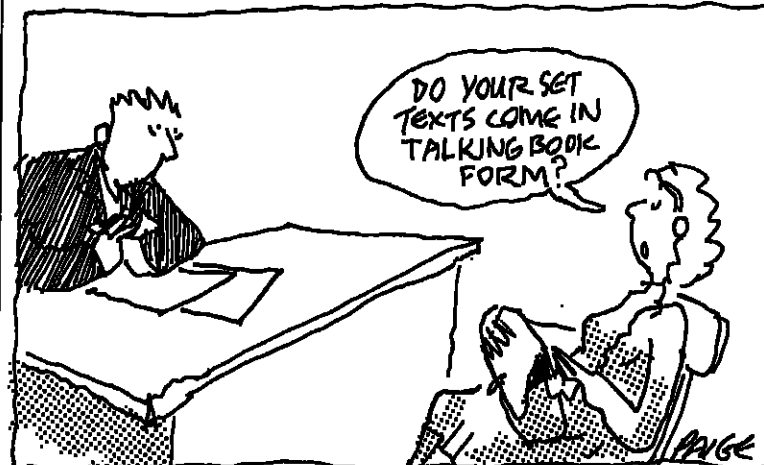
activity. "What do you read for pleasure?" was one of my standard questions. It is surely not unexpected for those supposedly interested in reading for a BA in English. Quite wrong. I was a fool to ask. The frequent reply, "Oh, I don't read for pleasure" was rarely accompanied by even a hint of a blush. Frequently, of course, candidates claimed not to have time to read outside their set texts and the demands of their other A levels, a point I always felt obliged to concede, till I tried a more subtle tack.

"What do you do for pleasure or relaxation?" always elicited a host of hobbies (already recorded anyway on their application forms) that their excessive workload seemed not to preclude - everything from knitting, sport and the ubiquitous playing records (pop) going to concerts (pop) or dancing (no pop). Reading English literature - or any other literature - was never among them.

My questions were hardly what

could be called demanding. "What are your set texts? Which ones do you like the most? Why? Which ones do you like the least? Why?" plus a few questions on each set text to elicit the degree of articulateness and the level of critical thinking the candidate had reached.

"What would you say was the central theme of *Lord of the Flies*?" After a long pause, "Cruelty to animals?" Was the fact that the candidate clearly didn't understand the question her fault or her teacher's? Impossible



to tell but I used to wonder sometimes if schools were still churning out simple character analysis and plot summary, as HMI complains.

I even helped the candidates out when they were stuck. "Golding himself wrote that *Lord of the Flies* is about original sin. Could you comment on that?" I was never sure if I preferred an honest, uncomprehending silence or the incoherent attempts to say something, however inappropriate.

"Why don't you like *King Lear*?" A really sticky wicket this one. It could be argued that any student foolish enough to criticize what most English teachers regard as the acme of world literature is asking for trouble. I admired her courage. But her answer didn't really endear her to me. "It's so depressing. I don't like unhappy endings." Mind you, she was in good

company. Dr Johnson felt much the same. But the candidate hadn't heard of Nahum Tate's version - definitely her teacher's fault there.

I was looking for very simple things really. Top priority is a genuine interest in the subject. That is, being willing and able to read beyond the A level set texts - and that means more than Harold or Denise Robb(b)ins.

The greatest difficulty for an interviewer is sorting the candidate's personal response to a piece of literature from the good teaching his teacher has done on it. It is for that reason, too, that wider reading is essential. The candidate has a better chance then of revealing his own acuity instead of parading his teacher's by proxy.

Linda Hall was, until recently, senior lecturer in English at Brunel College of Higher Education.

CURRENT AFFAIRS

Turning-on the information

Alan Combes

ters who like to effect indifference.

A television critic recently wrote that "Don't die of ignorance" was now an inappropriate slogan as blanket coverage on our television screens had ensured that no one could plead ignorance. Such simplistic thinking belongs to the same stable which assumes that, because a thing is taught in schools, pupils will learn about it.

Like most adults, teenagers mentally turn off when they are being talked at. Yet one more person telling them what to do, or, in the case of Aids, what not to do. No matter how "with it" or window-dressed recent Aids programmes were, many school-age youngsters felt their generation was being "told at".

All of which causes me great concern regarding educating our youngsters in social and political issues. How do we turn on a turned-off generation? Where, in the curriculum, do we do it? There are various possibilities: English; media studies; personal and

social education; social studies; religious education, and so on. But just leaving it to chance that these subjects will pick it up is not good enough.

The best chance of educating in these areas lies with the tutor. If they are doing their jobs properly, then the personal element of the pupil-teacher relationship should make discussion of such issues more natural. It is discussion which is required, not instruction. Tutors might encourage pupils to maintain a "topics in the news" noticeboard in the classroom, perhaps allocating responsibility each week to different friendship groups within the tutor group.

We may be living in the Information Age, but so far as many pupils are concerned the transmission is wasted because their receivers simply aren't functioning.

Alan Combes is head of English and guidance at Pindar School, Scarborough.

PRACTICAL SKILLS

All whose own work?

Ian Sugarman

Do you recognize this scene? A child, clutching the latest *objet d'art*, is greeted from playground/school by a parent, who says: "That's lovely, dear. How did you do that bit?" only for the reply to come "Oh, I didn't do that bit".

Many children come to recognize from an early age that their own skills are not as acceptable as those of adults. They accept as normal the fact that a supervising adult will do for them the things that they cannot manage as skilfully. Adults will draw shapes for them to cut out, cut out shapes for them to stick down, but usually permit them to colour in shapes that they have already drawn. This seems to happen much of the time in playgroups and nurseries and can extend into infant schools.

The concern of the teacher to send children home with some product that is "presentable" is often at the expense of the involvement of the children.

unremarkable. Skills which depend upon practice for improved performance are not acquired. Children consistently perform well below their capacity. The product has been held in highest regard than the process.

Children's spatial awareness does not only benefit from practical work accompanied by discussion. Children also need the chance to use scissors, pens, rulers and glue both in supervised, directed activities and in play to develop their practical skills.

When observing the variation in attainment of certain practical skills such as drawing and cutting-out - skills which involve a host of distinct perceptual, motor and co-ordination skills - the exceptional nature of some children's efforts is sometimes put down to their innate talent. Yet my belief is that the general performance of the vast majority of children would be significantly raised by allowing far greater degree of freedom to practice from the earliest stages.

If supervising adults, whether in

desire to indulge their own practical skills and pass off the product as children's work, they would be doing their charges a considerable service. Both children and parents would have a far clearer indication of the real attainment possibilities of tools and materials in a free situation where frequent. Periodically, *objets d'art* must be produced which reflect the child's own work and not those of an adult.

Children's spatial awareness, their appreciation of the effect of having shapes, of rotating, reflecting and transforming them is dependent upon the opportunities they have had to investigate them. Investigating shapes means drawing round them, cutting them out, cutting them up, re-assembling them and gluing them; piecing through discussion the similarities and differences of their attributes.

By the time many children have reached junior school they are expected to draw upon skills and awareness which may have been developed in their free time at home after school at weekends and during holidays.

The emergence of an investigative approach to the teaching of mathematics is hopefully going to replicate what develops those very experiences within school itself.

Ian Sugarman is an advisory teacher in primary mathematics in Shropshire.

FEATURES



Stars look up

Julia Hagedorn reports on the remarkable achievements of a group of special gymnasts

Gymnastics, Dave says, is ideal for handicapped children. They can start early because there is no need to handle heavy equipment. Gym is concerned with fine motor movement and body control. It accelerates kinaesthetic awareness (the sense of the position of body joints) normally non-existent in these children and it is very much an individual sport. "One of the first things that you have to teach them is to use their own brains, to make their own choices, not ours."

This has repercussions in the world outside the gym. Dave regularly takes the children into Little Chef restaurants on their travels and leaves them to choose and pay for their own meals. The confidence that they acquire through their gymnastics enables them literally to "walk tall" in society at large. And full integration is, for Dave, an important part of the children's achievement.

Sport, he believes, can speed up this integration. "We teach handicapped people to look after themselves," he says, "but not to do anything with their leisure time. Somebody who is physically active and sports-minded is more easily accepted. It's a way of breaking down the barriers and we are not going to integrate successfully until we bring the handicapped up to standard physically."

Georgina Hulme, aged 10, has made the move from a special to a mainstream school - largely through her gymnastics training, her mother

feels. When Georgina started with Dave two-and-a-half years ago, she fidgeted constantly and found it impossible to sit. It's hard to believe that now. She performs impeccably on stage, and is a fun-loving child. Her mother says that much of her confidence comes from having such a full social life through her gymnastics. "She has plenty of activity outside the home - which most handicapped children don't because doors are not opened for them."

The youngest member of the squad, Emma Calvert, is seven and has already had two bowel operations and heart surgery. Two years ago, when she first came to Dave's classes, she had no control over her muscles despite intensive physiotherapy, could not jump half-an-inch off the floor, and would not have reacted to even a simple command such as "Emma, come here". Her mother says: "The physical changes are unbelievable. Gymnastics has changed both our lives."

Emma has now picked up Georgina's set routine, which she does to music, by watching and listening. She has never actually been taught to do the steps, but in Birmingham, as in many other places, delighted spectators with her own, only slightly adapted, version.

Susan Large is the oldest member at 21, and has only recently come back to Dave's gymnastics

after two years away at residential college, where she put on a stone in weight during her first year. She also began to walk like a handicapped person again: "plodding" as her mother described it. Back with Dave, she keeps her weight down and constantly checks her deportment when standing.

The second part of the day's course is to show the teachers how to break down a movement such as the forward roll into as many parts as is needed - depending on the severity of the handicap. As the comprehensive children became guinea pigs alongside Dave's gymnasts, it was noticeable how much straighter the gymnasts stood.

And yet some of the children he teaches will not even know the parts of their bodies and certainly won't know how to point their toes. It may take months just to get them sitting with their legs straight in front of them, or with their arms stretched above their heads.

Their set routines are carried out with full control: "It is very important that we get perfection from our special gymnasts. Concentration comes from an ability to listen and learn and, if they haven't got that discipline, you are on a loser. Listening and learning is a skill in itself, and you have to teach it."

At the end of a long and tiring session, Emma was sent off to sit on a bench by herself for joining in on a forward somersault when she had been told not to. She was left there for a time which seemed inordinately long to some of us onlookers. But Dave insisted. "If I allow her to get away with it, we won't get very far. It's important to instil discipline because I have high hopes for all of them. I can be hard for one reason only. One day, Emma will make a reasonably good gymnast."

We learned later that Emma had taken up ballet because it is good for gymnasts. At her first class, she concentrated for half-an-hour and then started fooling around - and was allowed to. At the second class, she began to play around after five minutes.

Of 120 schools in Birmingham circulated about the in-service day, only 18 got in touch to say they were coming. And only five actually turned up. But Dave was not despondent. If he could get his message through to these five, the day's trip from Crewe would have been worthwhile. Unfortunately, not only is gymnastics for handicapped children almost unheard-of luxury for many special schools, PE in mainstream schools is itself a poor relation to the rest of the curriculum. One Birmingham teacher who came from a 1,000-pupil split-site comprehensive explained that she had just £200 annual capitation for all sports, all pupils.

Dave is nevertheless forging ahead with fundraising for a residential centre in Cheshire where teachers can learn how to coach while their pupils learn gymnastics. He is also looking for a publisher for a book that he now feels he must write to help others because, he says, the only specialized side to this kind of coaching is a knack of communication with individuals, caring, and aiming for the top.

It is abundantly clear that he has this knack, and that he is not boasting when he claims: "These children have been turned from a group of kids with special needs into a group who train with gymnasts and have become sharp in their own right."



Dave Razzell (top left) puts teachers through some of the special exercises.

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FEATURES

Once bitten...

Uproar is unleashed in a small community when a child with Aids bites a classmate,
David Kirp reports

At 11.30am the 19 kindergartners in Classroom 6 at the Santa Rosa elementary school were settling down for story time. It was the fifth day of the new term in Atascadero, a community of 19,000 nestled in the coastal hills of California, just north of San Luis Obispo.

Lori Parker, the young kindergarten teacher, and her aide, Pat Broker, coaxed the children into putting away their *Unifix* cubes and Cuisenaire rods and sitting in a semi-circle.

Two of the youngsters, Ryan Thomas and a classmate, were whispering and giggling to one another—or so the most widely-accepted version of the story goes. Ryan's usual playmate, Justin Smyres, sat a few feet away, feeling abandoned. Justin is big for his age, more than a head taller than Ryan, often insecure about his ability to make friends and prone to getting his way by the sheer force of his size.

Angry at being left out, Justin elbowed Ryan in the head, then grabbed Ryan's hair and yanked him down, forcing Ryan's face into his lap. Ryan struggled vainly to get up. Then he bit Justin, who yelped, drawing Ms Broker's attention, and turned Ryan loose.

Such incidents happen thousands of times each year in schools across America. They are perfectly commonplace—except when the boy who bites happens to have Aids.

That bite, and the Atascadero school district's panicky reaction, made the headlines and the nightly television newscasts across the nation. It scarcely mattered that Justin's parents shrugged the whole thing off—indeed, blamed their son for going after Ryan in a fit of jealousy.

Eight months of meticulous planning—endless and often rowdy community meetings, aimed at finding a rational solution of the highly-charged question of whether a young child with Aids should be allowed in school—went by the board. A compromise, which enabled Ryan to enroll in a small class of kindergartners whose parents had agreed to the placement, was abandoned overnight. It was as if Atascadero's worst nightmare had come true.

There are no documented cases of Aids being transmitted through a bite. All the medical evidence says the odds against that happening are extremely high, no greater than one in a million—far higher than the odds against being hurt in a school bus accident or being struck by lightning. But it is hard to use medical probabilities to calm the hysteria evoked by the bite of a child who has Aids.

During the months of debate preceding Ryan's admission to school, those who urged that he be kept home had harped on the parade of horrors, the "what ifs". "What if Ryan bites another child?" To many parents in Atascadero, this was the scariest possibility of all, and sending Ryan home was the only conceivable response. But to Robin and Judy Thomas, who had been fighting for their son since the day he was born, that would mean giving up the right to decide what was best for their child.

After the biting incident, the battle over Ryan's fate was waged among the experts, who probed his psychological stability. It was fought out at packed school board meetings, where one red-faced father blustered about "green monkeys" and green kids who transmitted Aids. It was decided, finally, in a precedent-setting decision by a federal judge who ruled that Ryan could return to school because "the overwhelming medical evidence (is) that there really is nothing to fear from this child".

The reverberations of that decision will be felt across the nation, as school districts grapple with the question of whether, and under what conditions, to admit approximately 1,000 American children who to date have been infected by the Aids virus.

During the past few years, Atascadero—which means "mudhole" in Spanish—has grown quickly but haphazardly. The newcomers are typically white refugees from southern California fleeing the drugs, gays, crime and pornography of urban life.

There's still no sex education in Atascadero's schools. Fundamentalists, who carry considerable weight in these parts, insist that teaching about sex promotes promiscuity and homosexuality. Indeed, before Ryan Thomas came along, Aids itself was just the subject of bad jokes. What's remarkable is just how sensitively Atascadero handled the issue, until Ryan Thomas bit Justin Smyres.

Dr Joseph Church, the Los Angeles specialist who had diagnosed Ryan's condition, was all for admitting the boy to school. But when the Thomases approached the Atascadero school superintendent, Tony Avina, he was cautious.

Avina appointed a committee. The idea was to develop some wisdom on Aids. Equally important, the process was meant to defuse tensions in a community which, as Roy King, a school board member, said, "may not be culturally ready to accept the fact that a gay disease. God's judgment, is here".



Ryan Thomas: school officials, doctors, lawyers and packed public meetings agonised over his future when their worst nightmare came true.

It was a "y'all come committee", Avina told me, and dozens of people did show up for meeting after meeting. Some parents saw red at the very idea of Ryan's being admitted to school. But there throughout was Robin Thomas, carrying his son Ryan on his shoulders, a visible reminder of what, among other things, was at stake.

Avina recalls the meetings as "establishing a climate of respect for one another's opinions". But things sometimes got pretty nasty. "One of the mothers stuck her kid in my face and screamed, 'Why do you want to kill my child?'" Robin Thomas remembers. The Thomases received obscene calls and hate mail. And Kathy Wentzel, a vocal opponent of Ryan's attending school, picked up the phone one day to hear a man demand, in a muffled voice, that "You bitches stay out of the Thomas situation or else."

Gradually, though, both sides gave ground. The Thomases agreed to certain precautions, like a separate locked toilet for Ryan, that eased other parents' fears. Many parents were reassured by George Rowland, the county's chain-smoking public health director, who was on hand to explain the facts about how Aids is transmitted.

Those who stayed glued to what Rowland described to me as a "live-on-up-and-shoot-em" philosophy about Aids muttered among themselves about pulling their children out of school. But that group never commanded much popular support.

Rowland patiently countered the arguments for keeping Ryan home. One parent asked, "Is drinking from the same water fountain all right?" Another wondered about napping on vomit. Teachers fretted about Ryan's health and the

"I didn't give them guarantees—there are no guarantees—but I did let them know how extremely unlikely it was that anyone could catch Aids in school," says Rowland. "Would you send your child to school with Ryan?" Rowland was asked. "Absolutely," he replied.

The committee got almost no help from the supposed experts. The Centers for Disease Control merely reiterated the vague and out-of-date guidelines issued in 1985. The guidelines that the committee drafted were more restrictive than the CDC policies. They covered not only children with Aids but also their siblings—for some committee members still believed that Aids could be casually transmitted—and those who tested positive for Aids antibodies. They set out an elaborate (eight-page, single-spaced) procedural gauntlet, creating a placement committee whose concerns would have to be satisfied for any Aids-afflicted child to attend school.

The placement committee gave its reluctant approval to Ryan's entering kindergarten. But when the school board met to make its final determination, about 70 parents came, most of them bent on keeping Ryan out.

"Sure, I feel sorry for the kid," said Zank Thompson, a construction worker. "But I don't feel sorry enough to subject my little daughter to Aids." Dr Duane Thompson, a local dentist, warned the board: "Are you prepared to deal with the complete dichotomy, that is going to result—parents against parents, children against children?"

The school board unanimously sided with the placement committee. As the committee's chairwoman, school psychologist Michelle Kirby told the board: "There is no medical reason that Ryan

cannot attend school." Though a handful of parents did remove their children from school, the controversy seemed to be at an end, and Avina congratulated the community for its "maturity".

Things went well during the first few days in Classroom 6 of the Santa Rosa Road elementary school. "Ryan blended well with everyone," said his teacher, Lori Parker, who herself had grown up in Atascadero.

Then came the bite. To the parents of the children involved, the incident wasn't a big deal. Ryan had only defended himself. "I bit him because I couldn't get up," he told his parents. Besides, his leg hadn't even broken the skin. "Maybe some illiterate people believe you can get Aids from a bite," said Justin's father, Mike Smyres. "But I know there are only two ways you can get Aids, and that's through blood or sex—period."

Superintendent Avina saw matters differently. "It's as if he decided that he had been right all along in wanting to keep Ryan out of school, and now he was going to make sure Ryan stayed out," says school board member Carl Brown. "It was a gross over-reaction," complained Kay Wells, whose daughter was in Ryan's class, and who wrote to the school administration complaining of a "witch-hunt". "They were crucifying the little guy," she told me.

That night, a contingent of top-level administrators including Avina, Paul Anderson and Chuck Wilbur, Santa Rosa Road elementary school principal, visited the Smyres' house to personally inspect the bite. They saw what the teacher's aide had reported—just a little redness. None the less, Ryan was immediately suspended from school and the placement committee was reconvened.

Robin Thomas called the press and Ryan's story, which until then had attracted mostly local attention, went national. "Reporters were coming out of the woodwork," Robin recalls. "Sometimes it seems like a movie we're watching."

The school board voted, 7-0, to insist on a psychological determination of whether Ryan was likely to bite again. Reluctantly, Robin Thomas went along. The appraisal described Ryan as "lovable... an attractive child who does not appear to be angry or prone to excessive impulsivity," but went on to note that, under extraordinary pressure, Ryan might—just might—strike out.

That evaluation could be said to describe any child, but it unnerved the placement committee, which by now was looking for a way out. Committee members were also frightened by a letter from two German doctors, published that week in the British *Lancet*, which purported to describe the first instance of a young child transmitting Aids by biting another child. The letter turned out to be nonsense, but it played on the committee members' deepest fears. Over the objections of county public health officer George Rowland, the committee urged that Ryan be barred from school until the following autumn.

The school board took up the case again. By this time, the American Civil Liberties Union was representing the Thomases.

Every board member except one voted to keep Ryan home for a few months, when the situation would again be up for review.

In a matter of days, the ACLU filed suit against the Atascadero school authority, in a federal court, demanding the immediate reinstatement of Ryan Thomas.

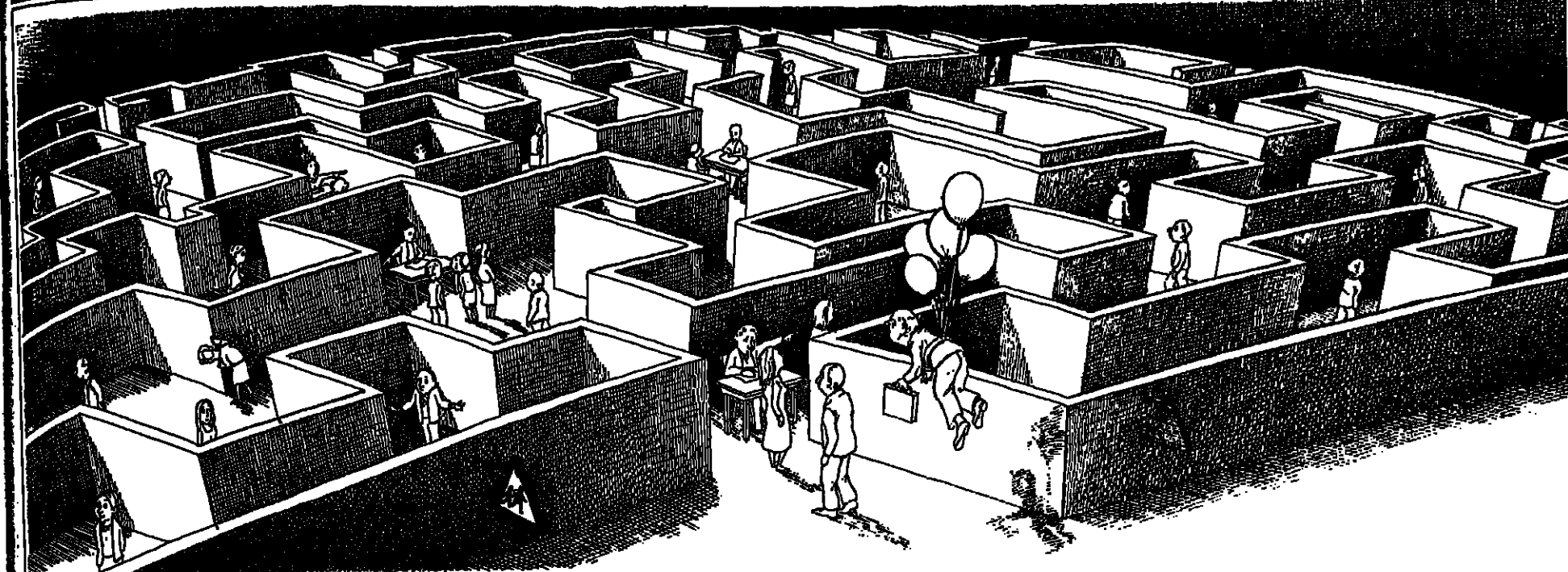
When the ACLU learned that they had drawn Alicemario Stotler as the judge, the lawyers were nervous. Stotler had a reputation for fairness and thoroughness. But she was a Reagan appointee who had been a district attorney, not exactly the credentials of a civil libertarian.

Moreover, the school district could rely on the Centers for Disease Control's guidelines, published a year earlier, which suggested a more "restrictive" setting for children who "display behaviour such as biting". Roger Orms, the placement committee's lawyer, boasted that the ACLU "didn't have a prayer".

But in the Los Angeles federal courthouse Judge Stotler acknowledged that the school board found itself in a "difficult position" but ruled that, in light of the existing medical evidence that Ryan posed no threat, and could return to school immediately.

School superintendent Avina expressed his relief that the court decision had settled "a potentially explosive situation". "This was a win-win case for us," said Avina. The judgment "win-win" case forus, said Avina. The judgment had taken matters out of the hands of the administration and the school board, absolving them of responsibility. If anything went wrong, the court would shoulder the blame. Stotler wondered, then, that no officials in Atascadero seriously urged an appeal.

But among the townspeople, the reluctance to teach schoolchildren about the dangers of Aids remains as strong as ever. As George Rowland, the county medical director, noted: "It's not because that it can't happen here. It's because



Not a lot is known about the career paths of teachers. At the National Foundation for Educational Research we set out to collect some systematic information on those who reach the apex of the promotions pyramid: using questionnaires, interviews and case studies, we explored the backgrounds of several hundred secondary heads.

In England and Wales, about 300 secondary headships are advertised each year, suggesting that at least 7 per cent of all secondary schools experience a change in leader. Of all the heads appointed in the year 1982/83, 250 entered their first headship, so more than eight out of ten were new to the job. Sixty per cent of the new heads were appointed to schools outside the local authority in which they were employed. Only one post in 10 was filled by deputy heads promoted within their own school. Table 1 shows the background of newly-appointed heads in 1982/83.

Compared with a sample of heads who were appointed between 1975 and 1980, new heads are now, on average, older. The average age of appointment was 42.1 years in 1982/83 and 40.9 years for heads appointed in the seventies. This difference was largely accounted for by the fact that, on average, the longer established group of heads had served only five years as deputies compared with the new heads' six-and-a-half years.

On average the new heads had spent nearly two years longer in teaching than those appointed in the seventies and 97 per cent had been deputy heads compared with 88 per cent of the seventies heads.

For both groups the most common route to deputy headship was from head of department rather than from head of house or year ("academic" or curricular, as opposed to "pastoral"). The move directly from departmental head to head, possible in the 1950s and 1960s prior to the comprehensive reorganization of schools, is now virtually unheard of.

Nine out of ten new heads had a first degree and one third masters degrees. (Oxbridge MAs were

A head start

Peter Earley and Dick Weindling trace the route to headship

counted as first degrees.) DES statistics show that approximately 80 per cent of all secondary school heads are graduates. It could be that it is now more difficult to obtain a headship without a degree or simply a reflection of the fact that teaching is now becoming an all graduate profession. Over a third (37 per cent) had "good" degrees (a first or upper second). Of those with degrees, 15 per cent had been at Oxford or Cambridge.

A higher proportion of those promoted to headship in 1982/83 had backgrounds in teaching humanities, English or science than you would expect on the basis of the relative numbers of teachers of each subject in secondary schools. Just why this should be so is not clear.

The number of applications made by these newly-appointed heads before their appointments varied considerably. Some were reluctant to move far for family reasons. In the north of England some prospective heads thought there

was little point in applying for posts in the south as the cost of housing was prohibitive.

Only 31 women were appointed as secondary heads in 1982/83 and most of our information about them is based on the 25 who completed our questionnaire. As might be expected, many were heads of girls' schools and therefore the number of female heads in mixed schools was very low.

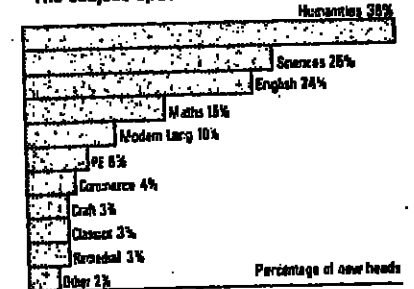
The main differences between the career paths of male and female heads were in relation to age on appointment (45 years for women compared to 42 years for men); time in teaching (22 years compared to 18.6 years); and as deputy head (nearly eight years compared to just over six years for men).

The age difference has in the past been accounted for by the time taken out for childbearing and rearing. But the fact that women spent on average over three years more in teaching before achieving headship than their male counterparts suggests this explanation is incorrect.

Table 1: The path to headship for new heads (appointed 1982-83)

| | Average number of years | Percent of new heads |
|---|-------------------------|----------------------|
| Age on appointment | 42.1 | 100 |
| Years in teaching | 18.6 | 100 |
| Years as acting head | 0.8 | 25 |
| Years as deputy head/senior master/mistress | 6.5 | 87 |
| Years as senior teacher | 3.2 | 28 |
| Years as head of house/year | 4.4 | 44 |
| Years as head of department | 6.4 | 88 |

The subject specialisms of new heads



Down with standards

When Phil Taylor hears that word he reaches for his principles

the assistant principal who would be responsible for evaluating their work and, in the case of the US teachers—I was just a guest—ultimately deciding who would get tenure (permanent employment). Jim was a keen cyclist and turned up in the library for the meeting with his 12-speed racer. He was appropriately dressed in shorts, a singlet and trainers, ready for a quick getaway. As he spoke, he balanced on his bike. Nobody turned a hair, carrying on chewing their gum and taking the occasional swig from soft drinks can.

The other candidates approved of the policeman's comment, though one added the proviso that it was probably OK for an art teacher to wear less than smart clothes in the art room, so long as he put on a jacket and tie when appearing in other parts of the school.

I said I thought it would be an excellent thing for society if policemen and others did not judge people by their appearance.

Things were, of course, very different in the minor public school I attended. All the teachers were men, and the boys were dressed in

gowns. The suits were usually threadbare, shapeless and shiny-bottomed; the ties often stained with egg or soup; the gowns often tatty beyond belief. But it was clear that these were proper teachers.

A boy at a school I taught in wore an ear-ring. A year tutor (responsible for "pastoral care") told the boy, no doubt in the most caring way, that he would allow him to continue wearing it if he also wore a grass skirt (don't ask me why a grass skirt) and a bra. On another occasion the boy's sexual orientation was called into question.

The head of English in a "school of proven worth" declared his department had a great advantage. It had its own suite of teaching rooms and so therefore could impose its own "standards". For example, if a pupil arrived without a tie he could be made to work on his own in a corridor. Reporting this story to a teacher in my own school I was told: "An well, they're not

Earlier work carried out for the Equal Opportunities Commission found that secondary headships were almost exclusively the province of men and single women and pointed to career re-entry problems for women after child rearing. The re-entry problem could help explain female heads' higher average age and longer length of service; 19 of the 31 female heads were married but we didn't ask them about their families.

Recent research by the Open University POST project into the selection of secondary heads has argued that the underlying concern of selectors is whether candidates—male or female—have a background of domestic harmony, rather than whether they are married or single. The Open University team did however note, "many selectors have difficulty in conceiving of domestic arrangements where the women's career takes priority".

Our work, which shows the greater number of years in teaching and the longer women had to spend as deputies, suggest that they served a longer "apprenticeship" before achieving a headship. Also, a higher proportion of women had served as acting heads, thereby offering proof to selectors that they had the necessary skills to cope with the range of duties and responsibilities associated with headship. Whereas only 10 per cent of the men were internal promotions a quarter of the women were.

Just over one-third of new women heads, compared to nearly a fifth of the new male heads, had a teaching background in English. There were no other significant differences in subject background.

Among other things, our study looked at styles of headship and leadership qualities, primarily through case studies. There were no major differences between male and female heads.

Dick Weindling and Peter Earley are researchers at the National Foundation for Educational Research. Their book *Secondary Headship: The First Years* has just been published by NFER-Nelson, price £10.95.

some problems there, really going downhill. I watched their kids coming out of school the other day and quite a few of them were wearing trousers."

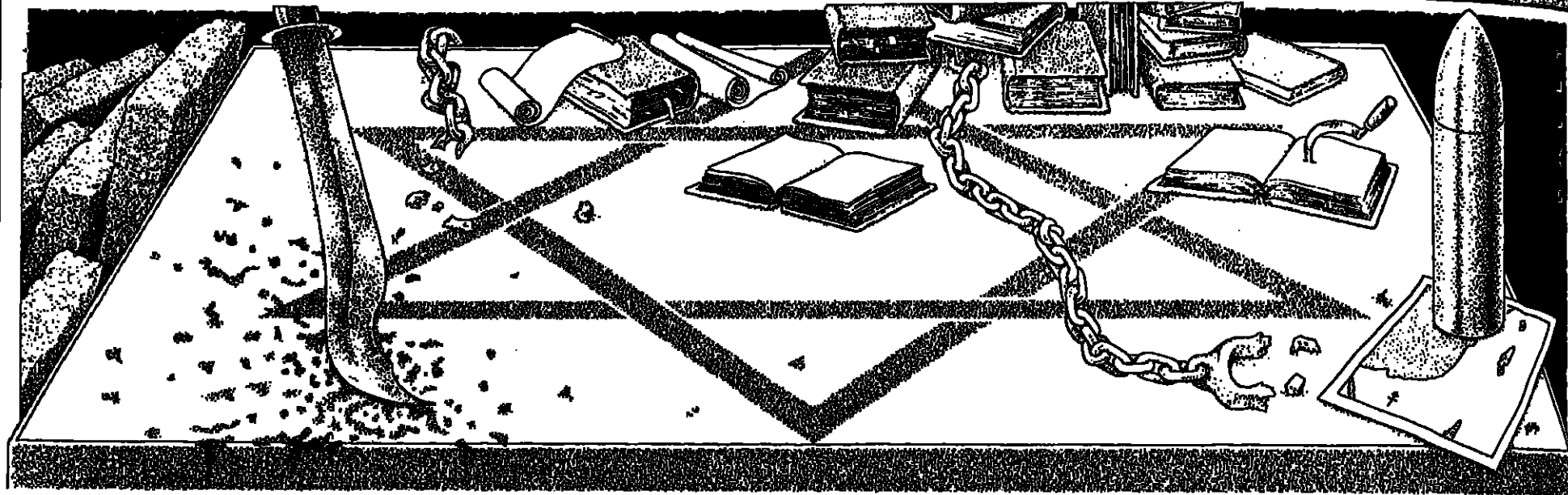
Many schools refuse to allow girls to wear trousers; some still ban women teachers from wearing them. Out of school, many girls prefer trousers to a skirt—in winter, they are more practical. An otherwise sensible head was asked recently why girls in his school could not wear trousers. He thought his reply that he did not like to see females in trousers was a sufficient reason.

I have a school document headed "Curriculum Organization" which contains the following sentence: "Ban trousers for girls except in cold weather after a special announcement."

The head who wrote this was, perhaps, right to regard girls' trousers and uniform generally as curricular issues. His not very hidden curriculum is clearly conveying the idea, conveyed by every school I know, that you can and should judge people by their dress and appearance. It's OK to disapprove of people because of the way they dress; teachers are doing it all the time.

It's a short step to disapproving of people for other equally absurd reasons: the way they talk, their particular interests, the shape of their nose, the colour of their skin. When we hear the word "standards", we ought to reach, at the very least, for our principles—assuming that we have any.

Phil Taylor is a deputy head in the Greater Manchester area.



A History of the Jews. By Paul Johnson.
Weidenfeld and Nicholson £16.95. 0 297 70901 9.

Jewishness, difficult to define, embraces contrasts vivid, if often stereotyped: quietist and iconoclastic, voluptuary and ascetic; Spinoza and the Cabbala, Lord Rothschild scattering gold to children and the live skeletons of Belsen, the quiet rationalist Maimonides and the flamboyant Herzl, the spectacular false Messiah Shabbatai Zevi, the intolerant Elijah; the ferocious Zealot, John of Giscala, the humane Hillel and Montaigne, the controversial Jesus; court Jew, self-hating Jew, Ghetto Jew; Einstein, and Darryl Zanuck, who remarked, of the Louvre, "We've to be out of this joint in 20 minutes". Contrasts can seem to coalesce. Léon Blum was castigated by the Right as a subversive, by the Left as a bourgeois, by both as a Jew.

Johnson's absorbing narrative covers 4000 years. His early chapters dissect Jewish history, relating it to the outside world and showing the gradual sophistication of prophecy, philosophy, God. They should be read with a Bible to hand. He does justice to the Persians, whom the Jews themselves commended, and also to Herod - murderer, unscrupulous propagandist, who yet revitalized the Olympic games, repaved Antioch, financed welfare. One sees the influences on Christianity of Judae - Hellenistic rivalry. His reading is prodigious. "The name 'Israel' may mean he who fights Gods, he who fights for God, he whom God fights, or whom God rules, the upright one of God, or God is upright."

Johnson offers no major revelation or commanding thesis, but, like the old Jewish chroniclers, has a suggestive grasp of significant detail. Unlike the Celts, also verbally brilliant, the Jews gained literacy early, producing perhaps the largest of ancient literatures, mostly moral and didactic, and making the franchise dependent on educational qualification. Their historians intro-

Providential design?

Peter Vansittart on the history of the Jews

duced perspective, character, psychological complexity. Their musical tradition "was far older than anyone else's in Europe." Though Johnson's assertion that "Moses was beyond the power of the human mind to invent", signally under-rates human literary capacity, Moses was indeed a figure comparable to Ramesses II, Cyrus or Alexander. The Jews pioneered welfare, economics, the concept of repentance and atonement, a positive notion of peace. "The Jews are sometimes accused of not understanding freedom as well as the Greeks, but the truth is they understood it better, grasping the point that the only true freedom is a good conscience - a concept St Paul carried from Judaism into Christianity."

Judaism taught equality before God and the Law - its prophets and heroes were often humbly born - a rigorous ethic of justice, contract, industry, an astringent sexual morality, an absolute distinction between right and wrong, a revolutionary monotheism paring divinity of the irrational. Johnson sees the central tenet as respect for human dignity and life, citing "whose so sheddeth man's blood, by man shall his blood be shed: for in the image of God made he man". Canaanite and Phoenician would query this. Though Abraham was courteous to alien gods and elders, the later prophets and rulers were not. The Old Testament proudly records massacres, treacheries, fanatic intolerances, forced conversions at which even Homer would wince. God demanded not only love but fear. Only after

catastrophic defeat, AD135, did Judaism renounce righteous violence for study, debate, mysticism, the Pen, trust in God replacing the Zealots' belief in the Sword. Largely in abeyance until after the Holocaust, Zealotry has revived. Menachem Begin, denounced as "Hitler" by Ben Gurion, rejoiced, Deborah-like, at the 1948 Deir Yassin massacre of Arabs. "As at Deir Yassin, so everywhere we will attack and smite the enemy of God. God, thou hast chosen us for conquest."

The Jews, Johnson continues, created "a separate and specific identity earlier than almost any other people which still survives. They have maintained it, amid appalling adversity, right up to the present. . . . What was the strength of the all-consuming idea which made the Jews different and kept them homogeneous? Did its continuing power lie in its essential immutability, or its capacity to adapt, or both?" Perhaps in the tensions between the first two. "We preserved our unity through ideas," Freud said, but ideas could clash fiercely and, in better conditions, unity crack. This book abounds in civil wars, titanic disputes, excommunications. Jews have been bitterly divided over American slavery, war, socialism, Zionism, assimilation, even Mussolini. For Karl Kraus, a baptized Jew, "Psychoanalysis is the latest Jewish disease".

Jewish achievements and institutions fed Gentile fear of the different. Within alien empires, Jews could be as troublesome as the Irish. "Authority loved the Jew as wealth-creator, hated him as an ideas-monger." Jews could be at

home in many places but, master of none, could seem like some uncanny Roger Bacon, wandering to be neither of this world nor out of it. Anti-semitism is ancient, though the word derived, from Wilhelm Marr, only in 1879. It transcends politics, class, intelligence, reason. The Right did not monopolize hatred: Proudhon, Stalin, Khrushchev, Marx were anti-semitic, the Left, though atheist, was also profoundly rabbinical, revering messianic texts, issuing apocalyptic curses. St Louis, Luther, Erasmus, Voltaire, Wagner, were anti-semitic; both the Napoleons, Calvia, Victoria, and, surprisingly, Nero, were not. Nazi Luxembourg dismissed Jewishness as a capitalist aberration which socialism would swiftly excise. Charles V persecuted his Spanish Jew, protected his German.

The Prophets, notably Jeremiah, often denounced the Israelite kings' concubinage, building, militarism, which could detract from attention due to a jealous and omnipotent God. Obedience to the Law made the State unnecessary, even evil. Babylonian exile heightened Jewish moral standards, material triumph induced corruption. Johnson suggests that Judaism may have benefited from loss of monarchy, the 15 centuries of statelessness. The Olives at least fostered cohesion, charity, scholarly disciplines. Total regathering of Jews in Israel could endanger Jewishness more even than Hitler. If God's presence in Auschwitz appeared problematic, it is less so in Israel. God - confident Jew refused to defend themselves on the Sabbath against Pompey, self-confident Israeli soldiers fought differently.

Johnson wonders whether history itself is a record of events ultimately meaningless, or whether, as Judaism believes, of the workings of providential design. Catastrophes which crushed Jewry in the 1st, 17th and 20th centuries were followed by rebirth of spirit and purpose. There may be his real theme; his material gives support for either view.

He goes on to claim that "Giant Fabianism, straining at a gnat, or a place in the sun of 'socialist' estimation, has not merely shouted down vox populi, but has erected unthoughtful barricades of further falsification and evasion against those who would discover, or rediscover, the 'left's' long history of intellectual failure."

Such is the *trahison des clercs* that only a few years ago those who said such things would be shouted down as loopy right-wing attacks on intellectual freedom. I gather that Selbourne has his problems too. But he is simply echoing the complaint made by, for example, R E Pugh in *Divisions of Labour* (Blackwell 1984) that "not only have those with a collectivist ideology imposed this as the so-called natural or 'rational' political response of ordinary workers, but they have managed to imply that those who object to the tyrannies of the town hall have been deranged".

Selbourne has, perhaps belatedly, discovered that we have in Britain two very different "socialist traditions": statist and centralist on the one hand, anti-statist or voluntarist on the other. In the 19th-century, working class movements built huge edifices on the foundations of self-help and mutual aid: the friendly societies and co-operative movement, the trade unions and even, for goodness' sake, the building society movement. Generations of Fabian and Marxist ideologues, at Ruskin and elsewhere, have imposed their own history to make all this irrelevant to the struggle for political power. They were, just as Selbourne implies, the architects of the current demoralization and impotence of the left, who now, in the name of the "left", are too busy to notice it.

A watchful eye

Fire Under the Carpet. By Sylvia Scaffard.
Lawrence and Wishart £4.95. 0 85315 651 9

It was the alleged use of police agents-provocateurs (agitators?) during the 1932 hunger march which decided Ronald Kidd that something had to be done. The result was the foundation in 1934 of the National Council of Civil Liberties. In Sylvia Scaffard's words: "... as there were so many vital issues in the critical political situation, it would be much better, instead of appointing an ad hoc vigilante committee of observers, to have a permanent body to keep a watchful eye and take action where it was needed. This was the idea that led him... to set up the Council for Civil Liberties."

The first vice-presidents were Gerald Barry (soon to be the editor of *The News Chronicle*); A P Herbert, and Kingsley Martin, who was taking over the *Weekend Review* to incorporate in his *New Statesman* and *Nation*.

Events surrounding the 1934 hunger march saw the publication of a letter in *The Times* signed, *inter alia*, by Clement Attlee, A P Herbert and H G Wells announcing the formation of the Council for Civil Liberties "in view of the general and alarming tendency to encroachment on the liberty of the citizen". Not well-phrased but necessary in view of the quite frightening abuse of power (sometimes by default) by the then police force (C H Rolph's views might be interesting).

The council soon gained additional

vice-presidents on the left and right: the inscible Victor Gollancz and Viscountess Rhonda (to the bemusement, perhaps, of certain Welsh miners); higher and lower-brows (Sylvia Scaffard's descriptions) such as Bertrand Russell and A A Milne; J B Priestley, Sybil Thorndike, and others of similar but now largely forgotten standing. E M Forster accepted the presidency.

There is a 30-odd page account of Mosley's 1934 Olympia gathering recalled with justifiable bitterness - what an aberration that man must have been! How such a description may be upsetting to more than clinicians could even have reached the foothills of power is still a matter of wonder.

There is a marvellous account of the author defending herself against the (then) City Police (case dismissed), and a trenchant depiction of the "Sedition Bill". There are also some innocent asides: "And now, two delightful Africans called in to see us, delegates from the Aborigines' Rights Protection Society of the Gold Coast." Gosh.

During the late 1930s the NCCL office continued to grow. An unnamed (why?) visitor from Paris is reported as saying: "Forgive me, I know how it is. We are short of money, too. But I must confess I am shocked... yes, shocked. This office? How is it possible in democratic England? An organization of this calibre? Fat lot he knew about England (and the rhetoric surely makes him an authentic character)."

To refer to the "Red Dean of

Canterbury" without a cross-reference (there is no index) is obscure: few under 30, except historians, would know of this eccentric. Other bogies are briefly picked out and examined: H A L Fisher, Warden of New College, Oxford; Sir Frank Freemantle, an elderly Liberal MP; Sir John Simon; Ernest Thurtle, MP for Shoreditch (whose frequent references to *Areopagitica* are, at least, incongruous). The wonderfully named Phil Piratin, who represented Stepney Mile End as Communist MP until 1950 is briefly recalled (he wrote a draft book called *Our Flags Stay Red*).

What stays in the mind is the author's sublime selflessness, her compassion and recall. A second volume, perhaps more personal, is required. Now in her mid-80s, she is as energetic as a teenager.

E M Forster wrote: "I have such a vivid personal sense of all you have done, and how you and Mr Kidd have not merely served the Council but started it. I remember as most of our committee cannot where the start was in a tiny room up a narrow staircase in a mews [Dancey Yard]. This is the sort of place where important movements do start."

Sadly, the NCCL is going through a difficult period - mostly of its own making. It declined to help my research into its history as it is (at the time of writing) in dispute with Times Newspapers Ltd. But it remains an honourable organization and one which, mostly, lives up to its name.

Barry Cole



"When the children were cold, they wrapped themselves in rags": one of the photos from *The Children We Remember*, by Chana Byers Abells (Julia MacRae Books £6.25). This small but well-produced collection of pictures from the Yiddish Archives in Jerusalem is woven together by a text which seven-year-olds will find immediately accessible. The Holocaust's full horrors are here reflected, though without overstepping the bounds of either taste or of what a seven-year-old can handle.

Cut-throat melancholy

Thackeray's Universe. Shifting Worlds of Imagination and Reality. By Catherine Peters.
Faber £12.95. 0 571 14711 9.

Unworldly Charlotte Brontë dedicated *Jane Eyre* to Thackeray, knowing nothing of his mad wife and unsatisfactory governesses, embarrassing the novelist she called "the first social regenerator of his day", with "an intellect profounder and more unique than his contemporaries have yet recognized". His lively new biographer complains that "Thackeray is still seen as 'one of the great, unread, unlearned, monuments of 19th-century fiction'. Everyone - in Jane Austen's phrase, the "everybody" of conversation - has read several novels by Dickens and George Eliot, but no one reads beyond *Vanity Fair*. Much of his minor and major work is out of print, and at a time when many forgotten novels of the last century are leaping into paperback. It is good to have buried texts resurrected, but too bad for Thackeray's reputation that he was a man."

Thackeray's *Universe* should help, because we need a good brief critical biography to complement Gordon Ray's magnificently massive one. The title and subtitle of this book make a bit of a mouthful, but define a concern that uniqueness Charlotte Brontë

praised. Catherine Peters complains of critics who isolate text from life, but they are surely less familiar than biographers who write about artists without having anything to say about art. This biographer writes well about art and life, performing the difficult feat of analysing the various causalities and collusions of imagination and what she calls reality. She does this in a fluently readable narrative, affectionate and full of detail. From the weight of that "cut-throat melancholy" in which Henry Esmond prospered, he wrote, "very likely it's a woman I want more than any particular one."

Whether she is writing about this influence of love and loss on "the raw, unmediated emotion" and obsession with marital tyranny in *Esmond*, or connecting the author's domesticity with *The Yellowplush Papers*, she is, though I found her paraphrases of novels long, but they succeed in assimilating criticism, biography, and history to running commentary. She is enthusiastic about the travel-books and journalism, giving the sense of someone who has come to Thackeray with genuine feeling. The book has over 100 Thackeray illustrations which are imaginatively used and a joy to see. Catherine Peters writes thoughtfully about Thackeray's social attitudes, but

I'd have liked more about his response to "the warped system". He wrote, "The great Revolution's coming, and the man not here who's to head it. . . . The present writers are all employed in unscrewing the old framework of society and getting it ready for the smash." Of course this book is compressed, and its author may make less than I do of Thackeray's revolutionary relish, but I think we could have had more of this side of his satire and sympathy. I thought Catherine Peters (so inclined to take *Barry Lyndon* at its author's low estimate. It may be a brutal book, as she says, but it is also a radical criticism of the brutalities of war, and the cruelties of sentimentalism. In her excellent account of Thackeray's relations with Jane (and William) Brookfield she seems to enjoy putting Jane down, though I agree that selling Thackeray's letters was a heartless act, worthy of *Vanity Fair*. One small detail - she mentions the appearance at Thackeray's funeral of "curious women strangers wearing inappropriately bright colours", but I had taken this report, by Milles, as an allusion to the women of the town, whose scarlet and blue feathers were a not inappropriate flourish at the funeral of a man about town and a man of the world, though one who had a go at unscrewing the old framework.

Barbara Hardy

Where the Left has failed

Colin Ward on David Selbourne's 'bleak and worrying' political diagnosis

Left Behind: Journeys into British Politics. by David Selbourne.
Jonathan Cape £10.95. 0 224 02370 5.

Twenty years as a tutor at Ruskin College gave David Selbourne a host of friends among past students who helped him find his way about the communities they came from and usually returned to in the world of local left-wing politics. Paul Barker, editor of *New Society* from 1968 to 1986, who made that journal "hostile to the widest forms of cultural and social inquiry", urged him to explore this particular world between 1981 and 1985. His book gives an extended account of these journeys made from verbatim notes and untransmitted by the press. It is a weekly

The first of his nine attempts to take the political temperature of non-metropolitan Britain took him to the one-time cotton towns of the Pennine foothills, and the doctors' surgeries of Hyde, Stalybridge, Dukinfield and Ashton. Next to Wolverhampton where there were hopes of a "People's Centre" which his ex-student hoped would be a "living organism" in a dying landscape, providing information, education, entertainment, arts, a bookshop, law centre and printing press, and even the means for co-operative production. Alas, an afterword tells us, it failed to get off the ground, while unemployment rose to 20.2 per cent. Then he explored Sheffield to investigate Socialism in One City, where the bus fares have gone up 250 per cent since the abolition of the metropolitan county council.

Next to Birmingham, Britain's second city, where he found the older members of the black population determining to scrape away for the cash to return to Jamaica after 20 years of socially necessary but ill-paid work in this country, wanting to ship back the three-piece suite as just a token of the effort they had put into the economy. Their children wore dreadlocks, they felt, just to ensure their ineligibility for the same blind alley.

An Intense among the zealots of Fleet in Hampshire, where Britain's sunrise industries are said to be flourishing along the A4 corridor, traced him for the atmosphere of the educational bureaucracy of Bradford where he found policy falling into the hands of the inmates of "the village island of a quarter of a century ago". Just as he seemed to disappear when the time reached the

secondary age-range. After this it was back to the trenches of the mythical "socialist republic of south Yorkshire" in the awful aftermath of the miners' strike, with a trip to North Wales and the politics of Plaid Cymru, and a final encounter with the convoluted self-destructive manoeuvres in Liverpool of the militants and their opponents.

It is all very well done. No doubt we get an accurate picture of the home and office furnishings of our politicians of left or right and the clouds of smoke surrounding their deliberations, but we also have a record of what they said. And if you want to know what Trevor Jones, Derek Hatton, David Blunkett, Dafydd Elis Thomas, Ray Honeyford and the other celebrities of British regional politics are really like, I am sure that this book is scrupulously fair about all of them. Maybe the publishers deserve our thanks for being uninhibited by fear of our libel laws, the mere threat of which often precludes the directness of this kind of portrait gallery.

Selbourne reserves his personal conclusions to an introduction in which he reflects on these journeys not only as a record of economic, social and political defeat, but of a personal struggle to reconcile his own sentiments and convictions with what he actually saw and heard. In what is obviously a cry from the heart he exclaims, "Oh, they have served us ill, so many of our respected 'left' and 'socialist' teachers in particular, alchemists, magicians and pedlars of half-truth" who "in the guise of academic or scientific rigour have themselves disordered our understandings and clouded our perceptions even of what lies under our noses and at our very elbows, in the streets and in the villages and towns which are the heart of our country".

He goes on to claim that "Giant Fabianism, straining at a gnat, or a place in the sun of 'socialist' estimation, has not merely shouted down vox populi, but has erected unthoughtful barricades of further falsification and evasion against those who would discover, or rediscover, the 'left's' long history of intellectual failure."

Such is the *trahison des clercs* that only a few years ago those who said such things would be shouted down as loopy right-wing attacks on intellectual freedom. I gather that Selbourne has his problems too. But he is simply echoing the complaint made by, for example, R E Pugh in *Divisions of Labour* (Blackwell 1984) that "not only have those with a collectivist ideology imposed this as the so-called natural or 'rational' political response of ordinary workers, but they have managed to imply that those who object to the tyrannies of the town hall have been deranged".

Selbourne has, perhaps belatedly, discovered that we have in Britain two very different "socialist traditions": statist and centralist on the one hand, anti-statist or voluntarist on the other. In the 19th-century, working class movements built huge edifices on the foundations of self-help and mutual aid: the friendly societies and co-operative movement, the trade unions and even, for goodness' sake, the building society movement. Generations of Fabian and Marxist ideologues, at Ruskin and elsewhere, have imposed their own history to make all this irrelevant to the struggle for political power. They were, just as Selbourne implies, the architects of the current demoralization and impotence of the left, who now, in the name of the "left", are too busy to notice it.



Self portrait 1834

PAPER BACKS

The History of Miss Betty Thoughtless. by Elizabeth Haywood.
Penguin, 25.95. 0 86358 090 4
Adeline Mowbray. The Mother and Daughter. By Mrs Ople.
Penguin, 24.95. 0 86358 085 8
The Wild Irish Girl. By Lady Morgan.
Penguin, 24.95. 0 86358 097 1

These are three additions to a series called "Others of the Novel", and they are clearly published with the intention of restoring the works and authors to their rightful place in literary history after what is considered unjust neglect. That implies judging them not only as interesting for what they tell us of social conditions at the time when they were written, but also

according to more universal criteria. On this basis, the first two undoubtedly qualify, while Lady Morgan's *Wild Irish Girl* fails to do so with such a splendid disregard for the prejudices of 20th-century readers that one is inclined to enjoy it precisely for that reason. If the English novel had taken after this parent, it would be a very strange offspring indeed.

Elizabeth Haywood was a prolific and, by the standards of her time, scandalous novelist, exceptional among writers of either sex in that she made a living by her work. Dale Spender's introduction to *Betty Thoughtless* is uninformative and it would have been better to know if any of the characters in the novel are based on real people. *Roman à clef* or not, this is a splendid and witty pleasure work which deals explicitly with abortion, illegitimacy, divorce and the social position of women. Its heroine's struggles to preserve her virtue and to discover the right man before she suffers are as credible and even the silly names can

be forgiven when you come across the French governess Mademoiselle Grenouille.

Haywood belonged to the age of Fielding, Smollett and Richardson and she deserves to be read beside them. By Mrs Ople's day, the moral climate had changed and *Adeline Mowbray* is more sombre work. Where Elizabeth Haywood's tone is relatively light-hearted even on serious matters, Mrs Ople treats the moral dilemmas of her heroine very seriously. But, as Jeanette Winterout points out in her introduction, the novel does not take sides on the question of Adeline's decision to live with Glenmurray without marrying him. The book covers says that the novel "is based on the life of Mary Wollstonecraft" and the introduction does nothing to correct this misleading statement. Glenmurray's ideas are certainly those expressed by Godwin in *Political Justice*, but the book is a dramatization of these ideas in a fiction which has "nothing to do with the characters" of Godwin and Woll-

stonecraft, or the events of their lives.

And so to Lady Morgan, whose title to fame begins and ends with the fact that she was trying to do for the Irish what Scott did, eight years later in *Waverley*, for the Scots. She tries all too hard, burying an unbelievable love story, in the form of a series of letters, under a mass of tedious footnotes. Indeed, the erudition is by no means confined to the foot of the page and the narrator is inclined to delay the story to supply his imaginary correspondent with "a *bonne bouche* for your antiquarian taste" which continues for 15 or 16 pages. "I could not resist giving you this scrap of Irish mythology before I wished you good night," he writes, after yet another chapter in which his courtship of the fair Clorinda has been sacrificed to an essay on Greek and pagan Irish deities. Fascinating though *The Wild Irish Girl* is as a contribution to cultural studies, it does not rate high in the history of the English novel.

Robin Buss

Forces

By now Michael Longley looks considerably more than a regional poet, though his *Poems 1963-83* (Penguin £3.95. 0 14 007766 9) often take their start from Irish facts. His classical use of form and his handling of the most powerful forces of feeling make a striking combination. Elaine Feinstein is perhaps best known for her fiction and translations from Russian poetry. Her own new poems in *Ballads* (Hutchinson £5.95. 0 09 165740 7) move between ancient myths and the modern American west in a voice both dignified and thoughtful. Four Seasons, edited by Edward Phelps and Geoffrey Summerfield (Oxford £3.95. 0 19 282032 X) is an attractive and unpredictable anthology of poems and prose, ranging from Roger Ascham and Thomas Browne to Tom Paulin and Michael Frayn.

Tom Deverson

THE TIMES
most famous newspaper (25p)

Maths as linchpin

School Mathematics in the 1990s. Edited by A G Howson and Brian Wilson. Cambridge University Press £17.50. 0521 33333 4, £5.95, 33614 7.

Girls into Mathematics. The Open University in association with ILEA. Cambridge University Press £5.95. 0521 31094 6.

Challenges and Responses in Mathematics. Edited by Geoffrey Howson. Cambridge University Press £5.95. 0521 33556 6.

From the Renaissance to the fairly recent past, the classics provided coherence for the educational systems operating in European countries. The concept of humanities which characterized the best teaching of Latin and Greek was a reference point for what it was to be educated. This is no longer so and there are those of us for whom it would be easy to lament the passing of a liberal education founded on the study of these languages and to blame the rampant vocationalism which now passes as education in this country on that change.

It would be easy unthinkingly to lay the charge for this blinkered view of the role of our schools on mathematics, which now occupies the central position in the curriculum. If I had been tempted to such a malign thought, a reading of *School Mathematics in the 1990s* quickly dispelled my prejudices and I began to glimpse what it means to have a "mathematics education" rather than to have had a training in certain forms of calculation.

This slim, attractively produced volume is a distillation of the discussions among mathematics educators who took part in an international seminar in Kuwait early in 1986. The seminar was organized by the International Commission on Mathematical Instruction. Its members, drawn from a wide range of countries, were circulated with a document which formed the basis for their discussion. The aim of the book, as its editors suggest, is not to provide a definitive view on those discussions but rather to provoke and stimulate further debate.

Basic to any analysis of the problems and opportunities facing a subject which now finds itself as the linchpin of the educational experience of pupils is a consideration of the ways in which its study becomes meaningful to all pupils. The study of mathematics will go the way of classics if it is thought only to be the preserve of bright students. In his contribution to the collection of essays celebrating the twenty-fifth anniversary of the School Mathematics Project, Geoffrey Howson questions the many traditional assumptions concerning the accessibility of mathematics and the "mathematical ceilings" which have been attributed to students. In order to improve accessibility, concentration is needed, on processes in mathematics education rather than on content.

But the aim of *School Mathematics*

in the 1990s is not to give uniform solutions to problems which are common in many countries, for the members of the seminar believed that solutions will have to be viewed from varying perspectives. This influences the format of the book. Problems and challenges are posed; various alternatives are given as possible solutions and the consequences of adopting a particular course are considered.

As is the case in all informed debate on educational issues, it is difficult to restrict the range to the confines of a particular discipline. Many of the views expressed have an application to education generally. What is written about relevance – the in-slogan of the educational administrator and the dabbler politician – should be required reading for all concerned with education because there is a breadth of perspective which goes beyond immediate functionalism. In a rapidly changing world, relevance is ephemeral and we would do well to consider what G. St. L. Carson wrote in his essays on mathematics education which is quoted in the present work (page 63).

The editors attempt to bridge the gender gap by using the form (she) for the personal pronoun and in a short section on girls and mathematics admits the difficulty of correcting gender biases associated with mathematics education. But why is the good teacher referred to as "he" on page 32? It is also unfortunate that later in the book a reference to relating mathematics to actual situations should cite examples from predominantly male sporting activities. And so perhaps there is a need for the pack which the Open University has produced for the Inner London Education Authority, *Girls into Mathematics*. The material is designed as an in-service programme to encourage teachers to consider their attitudes to girls and boys and mathematics. As the foreword points out, the main thread of the pack is the gender issue and all the activities have been developed from that point of view.

A major concern is the underachievement of girls in mathematics relative to the achievement of boys. Even if not used in its entirety, the pack provides some useful and fascinating information about women and mathematics and about the social pressures which restrict women in this and many other activities.

Challenges and Responses in Mathematics is a series of essays looking back over the last 25 years. The achievements during this period have made possible the advance and the challenges described in the other two books reviewed. Because it was one of the earliest curriculum development projects, the School Mathematics Project has led the way in changing views on curriculum innovation in general and has had an effect on the teaching of mathematics which has made possible the other two books.

Ken Donovan

BOOKS



Elwyn Hartley Edwards' *Horses: Their Role in the History of Man* (Channel 4/Scottish Television, Collins Willow £14.95) spans prehistory to the present day. This illustration of Lord Rothchild's carriage seems to lend support to the view that horses might potentially have taken the place of horses in domestication, but closer inspection reveals that one leader is a horse.

Climetric shift

Domesday Economy. By John McDermott and G D Snooks. Clarendon Press, Oxford £27.50. 0 19 028524 8.

Charlemagne: Emperor of the Western World. By Russell Chamberlin. Grafton Books £12.95. 0 246 12456 3.

"History being a branch of the biological sciences, its ultimate expression must be mathematical," declared Colin McEvedy with breathtaking confidence 20 years ago in his *Penguin Atlas of Ancient History*. To those for whom the great attraction of history was its resistance to quantification, "climetrics" in those days seemed a cloud no bigger than a man's hand. Now *Domesday Economy*, the Flinders University's contribution to the 9th century anniversary, combines modern economic theory and statistical techniques with the use of computers and threatens to prove McEvedy's point.

The book's latter half, inscrutable to all but econometricians, dutifully explains the mechanisms of the statistical methods applied in the first half. The mechanisms require advanced mathematical knowledge but the methods are straightforward in principle, and enable us to reject a tradition of Domesday interpretation that originated with Round and was generally accepted (*pace* Mailand) until the present day. Now we see that the Conqueror's gold assessments were not artificial; they were closely linked to the ability of manors to pay, whether that is measured in terms of resources or revenues. Moreover, the gold was a regressive tax, its marginal rate declined as the revenues of the manor increased, reflecting the king's need to placate his more powerful barons.

So William was not the arbitrary ruler of legend, "with an eye that could quell the fiercest baron and a fist that

could fell an ox"; or at least, the ability to perform such feats did not interfere with his economic rationality. He maximized his revenues not only by obtaining accurate and detailed information but by applying the system least likely to provoke resistance and increase collection costs. Consistency in the way all landowners managed their estates shows that they too aimed to maximize material returns rather than merely apply conventional rules.

For a century, the orthodoxy has been the exact opposite of this intuitively obvious view. After all, no man rules by force of personality alone: he has to foster the consent of those with whom he shares the substance of power, and history is littered with the self-evident spilt out from time to time.

What led Round and his successors, including Mailand, astray was their underestimation of the administrators of 1086: they strove to infer some simple administrative rule of thumb from the Domesday assessments instead of seeing them as an index of the efficiency and flexibility of the state's financial apparatus. Indeed, the Flinders project's confirmation of Anglo-Norman bureaucratic refinement – long suspected from institutional evidence alone – is at least as significant as its findings on the economic behaviour of king and tenant. The data of *Domesday Book* are exceptionally detailed and comprehensive; with their accuracy, now statistically corroborated, we can learn more about the economy of Domesday England than of any other until the 20th century (a telling comment, incidentally, on the limitations of climetrics).

At the opposite extreme, and sitting rather more easily on the shelves of a school library, we have Russell Chamberlin's *Charlemagne: Emperor of the Western World*: a narrative with dig-

ressions (and the sheer breadth of Charlemagne's concerns makes him a sturdy peg on which to hang a portrait of an entire age), a popular summary with no pretensions to original scholarship, but none the worse for that for it is lucid, stylish and entertaining.

Professional historians will snap at the uncritical acceptance of Einhard's deceptively vivid humbly sketch of his patron, which Einhard largely plagiarized from classical sources in order to portray Charles as a true Roman emperor; and even the general reader may bridle at the impression, unacceptable today, of using the term "Huns" instead of "Magyars" for the nomad scourge of the 10th century. But for all their shortcomings, it is through works like these that we first approach a bygone era, and from which we derive the overall picture without which detailed investigation makes no sense. What, after all, is the point of historical research if not to question old assumptions and adjust the focus of our general view so that it does not become misleading or even completely wrong-headed?

As to whether the fruits of such research are more usefully employed in charting the progress of blind social and economic forces than in writing about personalities, there is no doubt, that even the great movements of history are best expressed in the actions and words of individuals. Computers, on the other hand, inevitably reinforce a preference for viewing man in the aggregate. Any new tool, whether integrated circuitry or statistical method, is welcome if it sharpens interpretation and generates new lines of inquiry; but if fascination with the mass causes us to forget the individual, we cut ourselves off from history's other great gift – the extension of human sympathy.

Anthony Turner

lingo

Retrograde step

Mr John R Carlisle, MP for Luton North, no doubt feels fairly safe with his majority of 11,981. Hence perhaps he confidently annoyed a few people, with his response to a feminist pressure group. They asked him to support their drive for more women members of the House of Commons. In his reply he refused to do so, and added that he thought that giving women the vote in the first place had been a "retrograde step".

able implication of his statement would be that women had at an earlier time had the vote, been deprived of it, and then had it restored. This is not true, and it is not what Mr Carlisle meant. All he meant was that, in his opinion, the granting of the vote to women was a "Bad Thing". He was simply using a hackneyed boop-word favoured by politicians, and indeed by pressure groups.

The phrase came to mean too because of the common presumption that progress is a Good Thing, so that inevitably the present is better than the past, the future will be better than the present, the new is better than the old, and so on. This presumption is questionable indeed.

If one day Mr Carlisle finds himself facing a quivering rhinoceros, which has blood-shot eyes, it is a fair bet that he will also find himself in favour of a "retrograde step", immediately followed by several others.

W S Brown

BOOKS

What's new in philosophy?

Philosophy and the Brain. By J Z Young. Oxford University Press £12.95. 0 19 219215 9.

A History of Western Philosophy. By D W Hamlyn. Viking £14.95. 0 670 80243 3.

Philosophers and Pamphleteers: Political Theorists of the Enlightenment. By Maurice Cranston. Oxford University Press £12.95. 0 19 2192086 6. £4.95. 2891898.

What are the limits of philosophy? The question has existed as long as the major epistemological issues of the discipline. But since Wittgenstein, at least in the Anglo-Saxon tradition, the answer has been definitively that philosophical problems are conceptual ones to which, by definition, empirical data must be irrelevant. When psychology, in its modern guise as a quasi-science, split away from "natural philosophy" under which it had been subsumed in the 17th and 18th centuries, it took with it not only the cruder notions of scientific verifiability which philosophy could complementarily jettison, but the ability to make statements about the reality of mental life. Philosophers are now reminded only occasionally of their substantial loss by the would-be interlopers from psychology and the biological sciences. But the adamant insistence that epistemological arguments can never

be settled (or even affected) by scientific evidence remains a shibboleth in contemporary philosophy in spite of the opening of dialogue between practitioners of good will on both sides.

There was a time when philosophy of mind concerned itself with what actually was the case rather than merely with outlining the limits of what could plausibly be discussed. Now, figures of great intellectual generosity like Professor Young make urgent pleas for philosophy to reconsider its doctrinaire attitude toward what science can offer, in understanding some of the crucial issues of epistemology. The most obvious case for the relevance of empirical research is in that most fundamental of philosophical questions: whether or not human beings come to their sense experience with innate ideas (or capacities, or categories, or predispositions to order, in the more subtle modern variations). Ultimately this cannot be other than an empirical question: either there are innate ideas or there are not. As a trained philosopher, I am familiar to the point of tedium with all the objections to this point. The distinction between logical argument and empirical hypothesis and the consequent rules of discourse, is part of the orthodoxy of modern analytical philosophy. But, as Professor Young clearly implies, even the limits of logical possibility are circumscribed by empirical facts.

The most basic constituents of experience, permanent objects in space and time, are a function (as Kant said) of the forms of our perception, and (as Professor Young would say) of the nature of our sensory system. If we all had eyes like electron microscopes, we would not perceive fixed objects at all but molecular formations in a constant state of flux. Philosophers, of course, would readily admit all this and state simply that the empirical context in which mental life transpires is no concern of theirs, that only the analytic or conceptual consequences are their legitimate province. Professor Young finds this a gratuitous and sadly limiting action. He is too charitable to add that it consigns much modern philosophy of mind to a dusty irrelevance worthy of Lewis Carroll.

For any philosopher (or, more likely, philosophy student) prepared to brave this no man's land between the academic empires, Professor Young offers a lucid, elegantly written guide to those aspects of recent neurological research most likely to be of interest to epistemology. In addition, he puts forward some speculations about the biological basis for the capacity for moral and aesthetic judgement. Such theorizing, as Young acknowledges, would be instantly dismissed as reductionist by most philosophers. The charge of "reductionism", brought down like a hammer on any attempt at real explanatory theories of mental events, most surely

the most unhelpful pejorative in academic discussion. It is to Professor Young's credit that he carries on with his thankless mission of attempting to communicate with a largely smug and unresponsive philosophical community.

Professor Hamlyn's undertaking in his new *History of Western Philosophy* is daunting as well, but in a rather different sense. The sheer breadth of the coverage (from the Pre-Socratics to 20th-century British and Continental philosophy) has conducted unfortunately to a dogged, pedestrian prose which arose perhaps from sheer exhaustion. It is inevitable that any book with this title will be compared to Bertrand Russell's great classic, renowned both for its distinguished style and its unevenness. (Russell was notoriously unfair and malicious to Nietzsche, writing as he was in the shadow of Hitler who advertised himself as Nietzsche's disciple.) Perhaps with this in mind, Hamlyn clearly intends to be as even-handed as is possible within the limits of his own very British tradition. Alas, the conventional prejudices come through – Continental phenomenology is not derided as it was in the 1950s and 60s, but it is treated none the less with bemused condescension. Within the English speaking tradition, Hamlyn adheres to predictable judgements: Berkeley, even though his theory of meaning uncannily anticipated the

later Wittgenstein, is contemptuously underrated. What Hamlyn's treatment lacks in originality and elegance, however, it compensates for in clarity even on issues of extreme difficulty. To be less than kind, one could say that this was an admirable digest for the cramming student or the interested layman, of British philosophical received opinion.

If Professor Hamlyn's readers might have cause to wonder how philosophical argument could ever engender passion, Professor Cranston's could well be swept up in it. So lively and fresh does Cranston make his 18th-century ideologues seem, that the relevance of their ideas for contemporary social and political life seems beyond question. In Voltaire and Rousseau lie the roots of most of those assumptions of official liberalism which underpin contemporary European politics. It is always salutary to be reminded of how little there is that is new in 20th-century social philosophy. Professor Cranston combines historical context, intellectual biography and philosophical argument in a very readable series of essays (based on his Carlyle Lectures at Oxford in 1984), providing sufficient quotation from original texts to give us the flavour of those enlightenment thinkers whose prose style was so often as distinguished as their theory.

Janet Daley

Conshie

On the Pig's Back. By Bill Naughton. Oxford University Press £10.95. 0 19 21227 6.

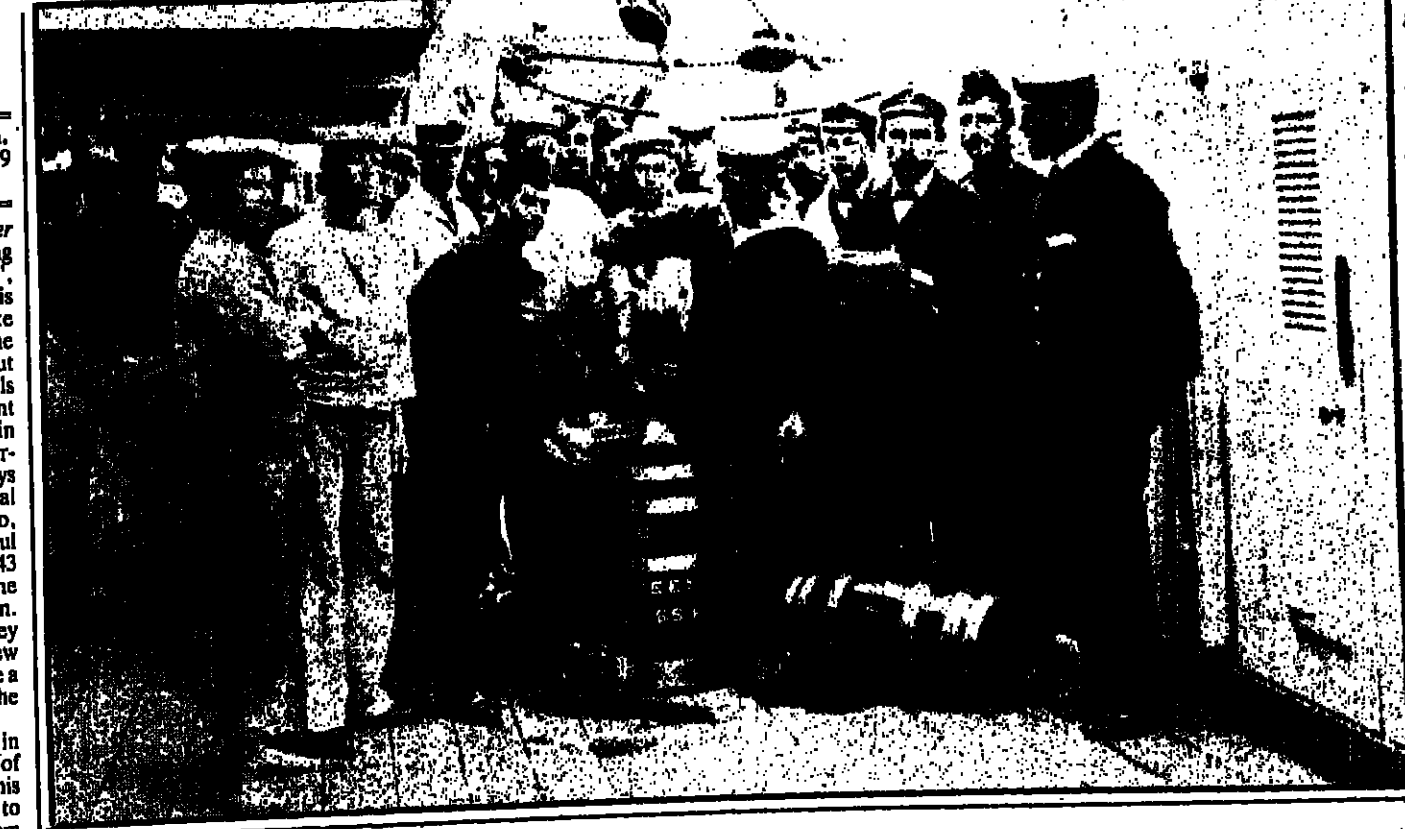
After the appearance of *A Roof over your Head*, Bill Naughton's writing was said to have "a quality of genius", an assessment amply borne out by this memoir. It is given to few to make compulsive reading of accounts of the most ordinary homely activities, but Naughton does so, and this book tells in fascinating detail how this talent came to light in the Thirties after an improbable childhood in Bolton during the Great War. He had always wanted to write, but his work as a coal lorry driver prevented his doing so, except at night, and his first successful short stories did not appear until 1943 when, as a Conscientious Objector, he was a Civil Defence driver in London. His stories involving the Cockney characters about him bore out his view that writing must relate to life, and be a product of stern self-discipline on the part of the author.

In 1945 he returned to his roots in County Mayo, unlocking memories of his early Irish childhood, and of his family's reluctant move in 1914 to Bolton, where his father found whom he never got on, found work as a miner. His mother's tact, thrift and cheerfulness sustained them amid the industrial noise and grime which contrasted so much with the Irish softness and quiet. Elementary School was shattering with its draconian discipline, but had to be endured until the age of 12, when half-time work in the mill could be begun, or full-time work at 13. Light relief came in the streets with dancing and May Day processions, and then in his first intimations. This immensely vivid book should keep him firmly, as the Irish say when indicating success, "on the pig's back".

Eric Church

Playing and Exploring by R A Hodgkin (Methuen Education Paperbacks £6.95). "Believing is where learning starts," are the first words in R A Hodgkin's book. But this no soft soap progressive stuff. Rather, it is a hard confronting response to the naïve simplicities of "back-to-basics or loose ends of competence. Insistently, the author teaches his exploration of learning and learning on our experience of learning, as newborn babies, as infants and adolescents. (I wish he paid as much attention to adults.) It is a book of "back-to-basics". It is a book of "back-to-basics". It is a book of "back-to-basics".

Norman Evans



The issuing of navy grog began in 1740 under the aegis of Admiral Edward Vernon (whose coat was made of program, alias grogskin). This photo comes from *Crown and Camera: The Royal Family and Photography 1842-1910* by Frances Dinand and Roger Taylor (Penguin £12.95). An accompanying exhibition is currently on view at the Queen's Gallery.

Clarity and its consequences

Descartes. By John Cottingham. Basil Blackwell £22.50. 0 631 13787 4.

As pointed out in the Preface, Descartes' work has been the subject of much technical discussion. But a straightforward account of his ideas, their genesis and development, free (so far as possible) from bias, is not easy to find. This Mr Cottingham has sought to provide. He has done so with conspicuous success. Anyone studying Descartes for the first time will be grateful for having been given such a guide. A particular merit of the study is its comprehensiveness, by means of which the reader is made aware of the essentially systematic nature of Descartes' outlook.

Mr Cottingham begins with a brief historical account which places Descartes in the correct perspective, so that what he was breaking with becomes clear, and therewith the reason for his being considered so important a figure in the rise and development of European thought. He stresses the originality of Descartes' epistemology, and clearly his key contribution to the philosophy of reason, at that time making in-

the morass of an exhausted, oversophisticated and complex scholasticism.

But perhaps this stress lays Mr Cottingham open to criticism for not making the point that what Descartes set himself to do in philosophy, others were just as eager to do in other fields, in reaction against the excesses of the previous age. Malesherbes, Chapeau, Comar, Quez de Balzac and others, for example, had begun the work of purifying language and giving it the clarity, simplicity and austerity that became the hallmarks of the classics and Enlightenment prose and verse. To point this out, namely, that certain notions were abroad and a pervasive influence on cultural and intellectual life as a whole, is not to take anything away from Descartes who remains an innovator in having submitted conventional thought to the critical rigour and discipline of the new requirements, a process in the course of which these requirements were themselves more precisely formulated.

In Descartes' case, insistence on clarity and simplicity had special consequences which, whatever one thinks of them, may have had wide-ranging effects on European thought. It thus becomes most important to grasp just what these consequences were that opened new paths. Whether one agrees or not with his sometimes novel interpretation, Mr Cottingham's exposition of these is mastery.

Pierre Walter

Having disposed of the background, and given a brief outline of Descartes' life, Mr Cottingham devotes the rest of the work to an excellently ordered treatment, beginning with a critical account of the foundations of Cartesian thinking. One shortcoming leads to another, and the reader progresses some linking of the problems raised by these, and of the type of criticism levelled at them by contemporaries, as well as of the replies to these by Descartes, the validity of which, philosophically considered, also is assessed. Thus Descartes' reduction of knowledge to what in his estimation is certain and irrefutable is shown as forcing him to postulate some middle term to rescue him from a barren type of rationalism and to introduce the possibility of knowledge of the external world.

There follows a discussion of the material world, of what in it is knowable in the manner Descartes considered strictly scientific, something that clearly involves some treatment of man's capacities in relation to this. The reader is next given an examination of Descartes' ideas about man and the difficulties these raise. The work concludes with a consideration of the Christian view of human life, and of the range of possibilities open to man. In the course of his account, Mr Cottingham at times refers to some modern philosophical approach to one or other of the problems raised and left unresolved by Descartes, so showing the reader that these are not perversities of a 17th-century quibbler, but matters of substance which have remained of concern through the centuries and still engage attention today.

An appendix translates Galileo's account of some of Descartes' prophetic dreams. The notes are to the point, the bibliography and index adequate for their several purposes.

In all, a work that can be highly recommended as a most useful introduction to Descartes' philosophy.

In all, a work that can be highly recommended as a most useful introduction to Descartes' philosophy.

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ARTS

A host of Henrys

The Henrys: Henry IV Parts One and Two, Henry V. By William Shakespeare. The Old Vic. Six Characters in Search of an Author. By Luigi Pirandello. National (Olivier) Theatre. The Emperor. By Ryszard Kapuscinski. Adapted Michael Hastings; Jonathan Miller. The Royal Court Upstairs. The Amen corner. By James Baldwin. The Lyric Theatre. Thatcher's Women. By Kay Adeshead. Tricycle Theatre. Needles of Light. By James Pettifer. Riverside Studios.

It is 10.30am and The Old Vic is packed: people hanging out of boxes and over both circles. The darkened stage is littered with Property Master's junk: costume rails; bentwood chairs; a stuffed armchair; cheap tables; a wardrobe and two fly-towers painted black. The cast saunters on, watchful, stilling the audience's buzz, singing: "list to the Ballad of Harry the Roy. The folk-song arrangement swings and sweeps us into England past and present: actors and audience caught up in a marathon that will run until 11pm.

First, Henry IV Part One in which disolute Prince Hal, roistering with Falstaff and his low crew at The Boar's Head in Eastcheap, is contrasted with Northumberland's Harry Hotspur whose mainly virtues lead him into rebellion against Henry IV. Wild Harry, Prince of Wales, defending the king, slays Hotspur ("beloved enemy") but Falstaff's lies besmirch his new-won reputation. So to Part

Two, a lesser play working the same themes: domestic misrule, national revolt, the cool determination of an unruly prince becoming an implacably just king-hero. Then Henry V, of all Shakespeare's plays the paradigm of patriotism: a virtuous monarch reclaims England's rights in France and seals his victory with a dynastic marriage based on love.

The nine-hours traffic of the stage rolls on. How to signpost the way through the twists and turns of family conflict, civil and international war, marking the parties unmistakably? Director Michael Bogdanov does it with a simple audacity approaching genius. Forget anachronism, these plays must speak to an audience now. So the sounds of Big Ben usher in scenes of government; a Mozart "Gloria" and Handel's "Zadok" introduce majesty; Bach's great organ Toccatto makes shift with synthesiser pop to herald menace, while a lugubrious trombone's "Silver Threads Among the Gold" matches a guitar's "I did it My Way" fixing pathos. Similarly, dress of all periods and none is pressed into service. Hal in torn blue-jeans with a denim blouson; Falstaff in double-breasted suit (red, white and blue) with a soft grey trilby. Henry's Court in lounge suits; French nobles in opera uniforms black, white and gold; Gadshill a Mohican. Pistol and Peto punks.

The English soldiers in camouflage fatigues recall the Falklands War. Settling off from Southampton, they resemble skinhead football thugs with their patriotic favours and Nazi salutes, chanting "Ere we go! 'Ere we go!" and rushing down the aisles. (At this



John Woodvine as Falstaff and Jenny Quayle as Doll Tearsheet in Henry IV Part Two

the audience roared and cheered: the banner "Fuck The Frogs" prompting approving laughter.) With infallible instinct, Bogdanov links into visual and aural icons which bridge our world and Shakespeare's making access immediate and powerful. The actors treat the verse like common speech - even Prince Hal asks "Wassermarrer?"

John Woodvine's Falstaff is simply marvellous: an uproariously funny knightly rogue whose mischief hurts. Michael Fenington seems an aged Prince but acts so well we forget it. Most of the vast cast act splendidly in a production which is vulgar, sen-

timental, big and brilliant. Brilliantly refined, Six Characters in Search of an Author perfectly articulates Pirandello's paradoxical idea that acting is more "real" than life. In Nicholas Wright's new version, the actors are rehearsing Hamlet rather than Pirandello's own The Rules of the Game when they are interrupted by a family (characters as yet unrealized) whose tragedy of incest, Oedipal rejection and murder takes over their stage.

Hamlet is a rewarding substitution - "What's Hecuba to him?" being precisely apposite. Michael Rudman directs with assured finesse, using theatrical paraphernalia to nicely judged comical effect, never losing touch with the tragedy's roots. It is a production of unalloyed delight, intellectually stimulating and emotionally moving, showing a company of actors and stage-crew working as one.

The growing sense of unreality overtaking Haile Selassie's dying court is finely captured in Jonathan Miller/Michael Hastings' acted version of Kapuscinski's book The Emperor. Richard Hudson's design - a grey warren of passages, doors and spyholes - encapsulates a decaying world of intrigue. And Miller's versatile actors people that world with flunkies, ministers, porters - each playing the Emperor himself. Nabli Shaban even makes his wheelchair act, superbly depicting the Lion of Judah driving a tractor. In an inventive production which is a stimulating meditation on the nature of power real and imagined. The power of gospel-preacher Sister Margaret to hold her family and

church together is severely tested in The Amen Corner. James Baldwin's moving and funny play uses gospel-songs and spirituals to point its exploration of love, filial rebellion and disillusionment. Anton Phillips directs with verve and a superb cast sets and sings with no holds barred. It is the first all-black show on Shaftesbury Avenue and the (deservedly) first West End transfer from Kibuna's Theatre.

Tricycle currently houses Paines Plough presenting Kay Adeshead's first full-length play Thatcher's Women. Suggested by a newspaper heading over a story about unemployed women prostituting themselves to make ends meet, it follows the fortunes of three Manchester working-class women who come to London on-the-game for a fortnight. The background is well-researched, the characters credible. It is at times uncomfortably realistic, hauntingly poetic. Beautifully acted, especially by Mollie Yates; Jim Simmons continues effective lighting. Director P. Broughton should cut Jess's last line.

Director Roland Rees might have been advised to return James Pettifer's script for Needles of Light. It consists of questions and answers exchanged by characters in name only using the rhetoric of international socialism. They repurgate social-historiography about the Spanish Civil War in exchanges of excruciating banality. I left at the interval.

John James

Radio Grammar trap

Why are academics so afflicted by jargon when they write about broadcasting? Perhaps it is caused by a desire for "educational respectability" but I can assure you that, on the few occasions I have hosted a radio phone-in, I have never been preoccupied by its phatic and metallurgical aspects. I've been far too worried about what the old biddy at the other end of the line is or isn't going to say next. Similarly, most of those in the trade tend to talk about sig tunes and idents. I've never, ever, heard anyone say "Catchy little frame convention, that".

In his new book for FE media students, Understanding Radio (Methuen, £4.95, 416 38340 8), Andrew Crisell falls into these traps but few others. Yes, he is concerned mainly with analysis of the medium's grammar rather than its content, but he obviously listens to radio and likes it. His comparison of Newbeat (Radio 1) and The World At One (Radio 4) is valuable and reveals how much more sophisticated the former is. He is particularly good on the latter. Similarly there are perceptive comments on the style

of John Arlott and of The Good Show. He gives us a succinct history of the development of radio in this country from the early days of the British Broadcasting Company up to the imminent arrival of community radio. He considers the various types of programmes: news and current affairs, documentary, outside broadcasts, drama and light entertainment. There are interesting sidelights. Why does radio (or, rather, the BBC) persist in calling what is so obviously a reading of a lecture by the name "talk"? Why should anyone listen to the Radio Lectures when they can be read in The Listener? Is Jimmy Young a fiction? Was the OU programme Measuring A.H. by Calorimetry actually an example of broadcasting?

He also gives us an intriguing chapter on educational radio. Here he seems to see the medium only as an inadequate way of communicating skills and information and neglects to develop the imagination. He concludes, "In terms of educational output, radio seems to be virtually obsolete and... the future lies with cassette tapes." While I might wish to decry media, I fear there may be those in high places in School Radio who have accepted of Mr Crisell's new sentence: "Cassettes are generally less efficient means of storage and retrieval than books." I am not sure I agree.

Co-operative offerings

Gerard Benson previews next week's National Theatre/ILEA drama festival

Next Wednesday and Thursday a large number of London pupils will be sharing some of their drama work with the general public at the Cottesloe Theatre in a non-competitive festival of 10-minute plays. The brief for the ILEA Festival is for the pupils to explore through drama an aspect of their local history, or the life and contribution of a local historical character: some event or trend which although it happened before the children were born has a direct bearing on their lives today - something which by use of drama may be rescued from the past. The focus of this exercise is not towards theatrical presentation but rather toward drama as an educational tool, and by vicariously experiencing aspects of other people's lives, the pupils may gain insight and understanding not otherwise available to them. Paradoxically, however, the results of this work will be shown at one of Britain's most prestigious theatres, the National Theatre. It will be interesting to see how the nine participating groups go about resolving this paradox.

A majority of the participant groups are from junior schools. I saw rehearsals at two JMs and one youth centre and had three quite different and disparate experiences, each in its own way illuminating.

At Christchurch School, near Regent's Park, the children were rehearsing Cockney Ding-Dong. They had taken a point of view about the vigour of the old cockney culture, which was expressed mainly through songs. "My Old Duck", "Daisy Daisy", "Where Did You Get That Hat?", and the like, which were enclosed in a plot linking the present time (a family grouped round the telly at Christmas) and the Second World War. The solo and ensemble singing was pleasant and well-rehearsed and more recent developments of London's culture were recognized, with an Irish song and a Jamaican one. Perhaps the main argument of this piece, devised by teacher Charmaine Lawrence, was to contrast the values of passive spectatorship (the bored family watching TV) and active participation (the ding-dong). The children obviously enjoyed singing and dancing - and there were moments of genuine pathos.

The war also provides the subject matter for Evacuation, which is being

prepared by children from Grindling Gibbons JM in south-east London. Here the headteacher, John Cook, sees drama as so important that he uses AUR funding to employ a specialist teacher. Three third and fourth year classes have been studying the war in a variety of ways: documentation, visits to an archive collection, direct personal contact with members of the local community, reading, songs; and, drawing all the others together, drama.

The "performance", which an audience will see next Thursday, will represent a tiny portion of this work. There has been much role-play. Part of a classroom was darkened and made into an air-raid shelter; children were offered the experience of entering it for three hours without emerging for any purpose, to give them some idea of what the reality had been like. The hall (very bright with full-length windows) was blacked-out during another simulation. There was also creative written work (for instance letters written as if by evacuees). The devising, scripting and song-writing for the drama is all done by the pupils (under guidance from a team of class teachers and the music and drama specialists). Prop-making and design (gas-masks and tin hats, for example) have also been in the children's hands, with obvious implications for mathematical, craft and art work.

The Kingsland Youth Theatre Group have chosen a Victorian local resident, Thomas Crapper, as their inspiration. Crapper's contribution to social history was the development of the flush lavatory. The play, which the group began making during January's freeze-up, uses the formula of a play within a play. Events in their hero's life and career are shown against the background of a worsening crisis in a

modern hospital. Their method is one of alienation. A small cast take on quite a range of characters - but while they (as "actors") go about their business, performing in a hospital, distracted nurses (also actors, of course) bustle about behind them, trying to run a geriatric ward without water, the mains having frozen. The situation takes over; past and present merge. The script is again the work of the students, who have refined what the audience will see from improvisational work done under the guidance of drama teacher Dave Ramsay. It is clever, subtle and ambitious.

There are obvious differences in presentational skills between the younger and older pupils. Young children, when involved in dramatic discovery often make use, for instance, of circular groupings, huddles, which are in their own terms valid but which in the context of shown theatre are not. Later they come, quite naturally, a stage when they begin to emerge from this rather private grouping so as to present the drama, but for a while some spontaneity is inevitably lost. Voice projection presents similar problems.

What audiences witnessing this festival will see, by courtesy of the National Theatre's hospitality, is an important episode in the education of some of London's young people. And it is further to be hoped that some of these brief fusions of drama and history will generate ideas which can cross-fertilize between schools. The greatest value to be gained from this and similar enterprises is not that they should be showcases for particular schools but that the quality of life for some of our children, including many not directly involved, can be improved by the co-operative offering of a variety of creative ideas.



Rehearsals at Christchurch primary school

Geoff Freyjohn

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Conviction

Bugsy Malone. Cheadle Hulme High School.

When a production uses 200 pupils and staff from most academic departments, management becomes the major issue. Cheadle Hulme High School confronted just such a test of its solidarity by choosing to present Alan Parker's stage version of Bugsy Malone. Numerous teachers worked with small groups and thus the shy learnt to sing out proudly and others learnt to box or speak Chinese lines with conviction. Large groups were rehearsed by the admirable director-manager, Diana Allman, behind a megaphone.

The given dialogue is a parody of every gangster movie ever saw, so that the major characters can move only tiny distances from familiar stereotypes. But it was a joyful, energetic production with some strong central performances and, as usual at this school, a very high standard of musical talent. Occasional chaos on stage was less the fault of the production team than of a script which still works best for cameras.

Judy Meewezen

"The South India House presents" **ARTICULATIONS** DR. BRIAN BATES Friday 3 April 8 pm The Way of the Actor The Director of the medical Psychology Project and Sub-Dean of the School of Cultural and Community Studies at the University of Sussex discusses the importance of the actor in psychological and spiritual life. Tickets: £1.50 Concessions: £1.00 (including children under 16 and senior citizens and U.K. only) BOX OFFICE 01-928 3191 01-928 8800 PUNCELL ROOM



Othello is a hard nut for a school production to crack, but Westminster School recently had a very brave try. The medieval hall in which they produced it may have provided appropriate historical vibes, but the absence of stage, arch, or any but the most rudimentary props (bed, table, candelabra) meant that they had to work painfully hard to generate the necessary illusion. The show was given buoyancy by two young actors of extraordinary talent: Chad Auchincloss, whose noble Othello could have graced the recent RSC version in preference to the chilly Ben Kingsley; and Ben Walden, whose lago possessed astonishing persuasive power.

Walden (yes, Son of Brian, and photographed above by his classmate Guy Gaudry) had clearly studied Olivier and others, and had not entirely assimilated some of the mannerisms he employed, but he projected a viciously purposeful manipulative intelligence every second of the time he was on stage, persuading not just with his voice but with his whole body. Walden has just won a place at the Guildhall: in a few years' time he will be a name to watch.

SOUNDINGS

Can young people be weaned slowly to the arts through quasi-amateur performances in improvised venues? This notion, implicit in much theatre-in-education, is highly debatable. Not all young people have the advantage of being taken to theatres as part of a natural family group, but it is important that they think of themselves from the outset as normal theatregoers, concertgoers, or opera-goers.

The 12-year-old son of the chairman of a leading subsidised regional repertory theatre told his father last Christmas that he and two school-friends wanted to go to the theatre. His father wisely told him not to cage tickets from the chairman but to learn what was like to be a normal theatregoer. Accordingly he looked up the box-office telephone number and phoned to ask for tickets. The box-office, hearing a young voice, immediately referred him to a separate number used by the TIE company. Mistake number one: why treat a young theatre-goer as a thing apart?

Accordingly he telephoned the TIE number to ask for three tickets for any Christmas production. He was told that the TIE company were not performing during the Christmas period but were rehearsing a new production for the spring term. Mistake number two: why was there nothing for young people during the holidays?

He was then informed that in any case the TIE company did not perform in a theatre but that if he was attending one of the schools which it was to visit the following term he might be lucky enough to see them in a classroom setting. Mistake number three: would the same apply to a circus or a zoo or an art gallery, or a museum?

Sign support

Ringroad, Theatre Venue

There is a neat linking of ideas in this production: the Ringroad, on one level, is where Tom works as a traffic warden, on another, it describes his daughter's journey through a magic ring which transports her to another planet.

It's fitting that communication should be the theme here - this show is specially for the deaf, though hearing children will benefit just as much. It uses music, mime, theatre and sign-supported English to get its message across: sometimes it seems easier to understand creatures from another planet than the people you are close to.

So, Tom keeps secret his plans to marry Mrs B next door; Jean doesn't let on that she has a boyfriend. Until visiting alien starts to swap bodies with them, their mutual misunderstanding dominates them: the eventual trip to the outer galaxy, happily, paves the way for reconciliation. They must "change direction" and the parallel with road signs is complete.

The idea of children learning to accept new step-parents is an important one, well depicted by a strong cast, and garnished with lively music carefully designed to fit the audible range of many deaf people. Dave Fox's script is a clever attempt to blend soap-opera and science-fiction.

David Sheppard

Details of further performances from Lucy Ramsey on 01-519 6678.

Westminster Productions & Aldersgate Productions present A Theatre On Production **TOM BAKER** PAULINE JAMESON PETER BALDWIN **AN INSPECTOR CALLS** Directed by PETER DEWS Designed by DAPHNE DARE with CHARLOTTE ATTENBOROUGH ADAM GODLEY and SIMON SHEPHERD From May 6 WESTMINSTER THEATRE 01 934 9283/4 CC 01 934 0018

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TUTORIAL TOPICS

(Mon 11.45, Thurs 11.18 BBC2)
The last two programmes in this series feature middle school children discussing their views on clothes.

RSC IN REPERTOIRE

NB (Monday-Tuesday 00.30 VHF 4)
Just as the RSC returns to the Barbican with *Macbeth*, this mini-series gives insights into it and other new productions of *Richard II*, *Romeo and Juliet* and *A Midsummer Night's Dream*. Actors, directors and designers talk about the way the plays have been planned and staged.

MAKING HISTORY: THE TUTORS

(Tues 9.52, Fri 11.40 BBC2)
Aims to involve 11 to 14-year-olds in Elizabeth I's problem of what to do with Mary, Queen of Scots. Did Mary bring about her own downfall or was Elizabeth determined to get rid of her? What would you have done?

MIDDLE ENGLISH

(Tues 11.44, Thurs 11.03 ITV)
A controversial programme for nine to 13-year-olds, 'What Grown-Ups Say and What They Really Mean' hears what parents and teachers say and gives the real meaning in commentary and subtitles. (See review.)

LOOKING AT NATURE

(Wednesday, 14.05 VHF 4)
'Things to Grow' not only offers advice to

eight to 10-year-olds but shows the best time to plant things and gives reasons why different parts of plants are eaten.

SOME CARIBBEAN WRITERS

(Wednesday-Friday 00.30 VHF 4)
A group of writers from the Caribbean, Jamaica and Trinidad talk about their work on family themes and read extracts of poetry and prose. Those featured include Lorna Goodison, Earl Lovelace, Merle Hodge and VS Read.

Continuing education and general interest

THE MIND POSSESSED

(Sunday, 16.30 C4)
A two-part examination of the controversial ideas of psychiatrist William Sargant concentrates this week on his theories about religious conversion.

VIDEO ACTIVE

(Sunday, 22.40 BBC1)
A three-part documentary about the plight of homeless people in Britain today. Rough sleepers and hostel dwellers in Edinburgh tell why they became homeless. Can the help offered by the local community be used elsewhere in Britain?

THEATRE OF THE ABSURD

(Tuesday, 22.30 R3)
A short series of five plays on the absurd begins with Arthur Adamov's 'Ping Pong'.

THE EDUCATION PROGRAMME

(Friday, 19.30 BBC2)
Presented by Sarah Kennedy with reports from Ted Wragg and Martin Young, this long-running series on major issues in education is aimed at teachers, parents and pupils.

No nonsense

Hugh David on straight-talking English programmes

SCHOOLS TELEVISION

Middle English
ITV, Tuesdays 11.44am, repeated
Thursdays 11.03am.

At precisely 11.44 this Tuesday morning ITV showed that familiar zoom on to the Houses of Parliament. Then, as Big Ben struck the hour, a familiar voice read the news headlines. But, although even the studio set looked the same, it wasn't the start of *News at Ten*. With its customary panache, Thames Television's *Middle English*, intended for lower secondary classes, was setting out to demonstrate that poetry has a direct connection with ordinary life.

Here are the *Poems* was the first of two new programmes with which the series is rounding off the term. Roger McGough and Brian Patten were the newscasters and read likely-sounding stories about rises in the number of people out of work, terrorist bombings and chemical pollution in the Rhine. These then lead into "reports" — straight, no-nonsense readings of their own poems on similar themes.

It was a simple, audacious idea, but like most simple ideas worked extremely well. At times it was difficult to tell what was poetry and what was not, something which will have pleased McGough in particular. But prosaic or not, few of those watching will have been unmoved by his poem 'The Identification', set in a mortuary in which a father formally identifies the charred body of his young son.

Equally audacious, next week's programme sets out to analyse *What Grown-Ups Say* — *And What They Really Mean*. Based on the book by Jim Eldridge (creator of Radio 4's *King Street Junior*) and his son Duncan, it is an essentially light-hearted look at the double-speak employed by parents and teachers.



Too extremely knowing children explain it all — how a parental 'We'll think about it' means 'No, you can't' and the apparently simple question 'What's that on the floor?' is really another way of saying 'Pick it up!'.

It's good fun while they confine themselves to the family, but may get a little too close for comfort when they turn their attention to the classroom. There is a section on reading between the lines of school reports and a devastating 'translation' of a lesson.

'This morning we're going to revise all the work we've done so far, says the teacher, meaning, of course, I haven't planned a lesson for today.' Enjoyable in itself, the programme has many possible uses, but will certainly make an effective introduction to work on register, tone and especially irony. Be careful, though. Every child knows that when you say 'highly creditable' that's a compliment, but 'OK, that's the easy bit over, now let's get down to some real work'.

Space craft

Michael Clarke listens to 'Graphicacy' on communicating through symbols, shapes and spaces

SCHOOL RADIO

Graphicacy: Symbols, Shapes and Spaces
BBC Radio 4 VHF,
March 26 and 27, 00.30am.
Cassette tapes can be obtained from BBC Emergency Cassette Service, Centre for Educational Technology, County Civic Centre, Mold, Clwyd.

Learning to collate, interpret and present information in a diagrammatical and pictorial way from radio or sound cassette may be surprising, but that is what these two BBC programmes attempt. Intended for schools to record and use in conjunction with printed material, the series can be explored by groups or individuals working at their own speed.

Cast in the form of an eight-part

adventure story in space (two 40-minute broadcasts), the crew of a crashed spaceship have to journey across an alien planet to another ship waiting to take them away. Each episode ends with a problem which pupils, with the aid of worksheets supplied in the booklet, have to solve before proceeding (the answers are given in the succeeding episodes). En route, they should become familiar with mapwork, networks, flow-charts, graphs, codes and other visual modes of communication.

One problem posed by the series is who will use it? It is aimed at lower secondary pupils, but not many schools allow an integrated curriculum in which skills in mathematics, geography, science, CDT and other subjects come together; which is what the problems posed in the episodes require. They also demand a good deal of concentrated attention. If you miss

On the air

Lucy Moy-Thomas reviews a series on radio production

SCHOOL RADIO

Media Studies: Radio Workshop
BBC Radio 4 VHF, March 18-20.
Four new programmes in the BBC's *Radio Workshop* series should encourage media studies teachers not to neglect work on radio and practical radio productions. It is cheaper and easier than video and just as popular.

Two programmes on radio news compare 'the news' as it was presented on one day on the BBC's national radio programmes: each network's identity is imprinted on the style, running order and choice of the news presenter. The *World Service*, national newspapers and BBC television each have a different version of the news. The new *World Service* news is a good example of this.

programme takes us *Behind the News* to find out how the editors make their decisions. It seems that what the news is depends on whom you are talking to and how. This, the broadcasters agree, was a slow news day, but the programme still has to be produced. Bill Rogers, of Radio 1's *Newswatch*, goes through agonies as his deadline looms and stories fail to materialise.

Drama: How and Why is an exciting introduction to radio drama which opens with John le Mesurier as a dentist noisily doing his awful work in what is apparently the audience's own mouth. Other acoustic feats follow, illustrating an intricate discussion of radio drama which some media studies teachers will find enlightening. However, most radio drama is on television and not on radio, and the series is a good example of this.

Power without glory

Entry to Salford's commercially-minded information technology degree is not limited to those with maths and science A levels, Paul Fisher reports

Power will flow to those who know," says Ross Beamer, a 25-year-old undergraduate at Salford University.

This may sound like a bit of 1960s suburban Zen but translated into the harder 1980s it's the slogan of a student preparing for a corporate technologist's career. He left a job as a health authority computer programmer to study for the new Salford BSc in information technology and to "improve my job prospects". His knowledge will be gleaned on a course designed "to develop in the students an awareness of what is involved in IT so as to provide them with a basis for accommodating changing technology in the changing needs of business". There's so lip service to educational liberalism here, nothing about preparing young minds for society: this is meat-ticket education and the power that will flow from it is a first job paying £10,000 to £13,000 a year.

The students' commercial-mindedness is reflected in the way their course is financed. Half the £3 million funding over three years is met by the Government and half by industry. The 1985 IT skills shortage committees, chaired by John Butcher MP, resulted in a £43 million programme



Every student works at his or her own industry-donated computer

to produce extra engineering and computer graduates; £1.43 million of that went to the Salford IT institute on condition that it was matched by a similar contribution from industry.

It is part of Salford folklore that its entrepreneurial vice-chancellor, Professor John Ashworth, was able to secure £1.5 million from industry within less than three months. The 50 collaborators include computer suppliers such as Prime, IBM and GEC, and computer-using companies such as Littlewoods, ICI and Unipart. Their contributions are in cash or in kind. Every one of the 45 students works at their own IBM clone micro-computer, donated to the university. One of their lecturers was seconded from the North West Water Authority, they have a guest lecturer

from industry once a week, and half of them are sponsored to the tune of £750 a year. Industry gets various returns on its investment. It is seen to be contributing a solution to a national skills shortage — one estimate suggests a shortfall of 30,000 computer experts. More tangibly, the management supervisory board (the academic board in old-style university-speak) is weighted nine members to six in favour of industry, giving commerce the controlling voice in determining the curriculum.

The result is 11 lectures a week plus two-weekly seminars, 10 hours on individual courses and 10 hours on specific projects. The first year is given over to the basics of information technology, with the students starting by learning to type. By the

second term of their course, they are already familiar with the computer and have a working knowledge of the standard business software. Their second year extends this knowledge. In the third year, students take a variety of options. Some will be directed to the sort of academic work common to conventional computer science courses while others concentrate on the organizational problems of applying technology. Either way, they should be eminently employable at the end of their studies.

Entry to the Salford IT course is not limited to those with maths or science A levels. Ross Beamer qualified on the strength of his experience and his Technician Education Council qualifications. The only formal qualification is O levels in English and maths, and after that A levels in any subject will do. This is partly a recognition that applied computing is not really a science, and partly a way of ensuring that women qualify. A third of the first intake are women, compared with the fifth that comprises the rest of the Salford's science-based courses and the one in 10 women who work in industrial and commercial computing.

Anna Lee, a former public relations executive and now a Barclays-sponsored IT undergraduate, leads one of the five project teams. She was elected team leader in a hierarchy which reflects the working world. Her Scorpion software project aims to computerize the National Computing Centre's library and, in another departure from normal university practice, there is an expectation that some of this undergraduate work will result in products that are commercially viable. In her group of eight students, only one has maths and physics A levels.

In the summer vacations, the students have compulsory work placements and Anna Lee's group are all in favour of this. It will give them valuable work experience to put on their CVs and assures them of around £100 a week while their colleagues on other courses have to hustle for hotel work and labouring jobs.

To some extent, the IT course is being constructed as it develops. John Ashworth says: "We are providing a service to our customers. The students are our customers, and we must therefore listen to what they say." As well as helping define their course, students are helping plan the layout of the institute, which must be one of the few new university buildings going up on any British campus. The students even influenced the removal of a lecturer from the course.

"The IT Institute is as much a laboratory for studying new teaching methods and approaches as it is a contribution to the solution of the IT skills shortage," says John Ashworth.

Theory is out

And with it goes some of the clear thinking desperately needed for the GCSE, Christopher Ormell argues

The notion that one can make a virtue out of the demise of theory is even more absurd. Seeing clearly is always difficult, and we need all the help we can get. In the case of the advent of GCSE there is a particular issue on which we urgently need to be clear-sighted.

The fundamental aim of GCSE is to break away from old-fashioned, didactic cramming in and to establish interactive and genuinely experiential learning. To do this we clearly have to build on the experience of child-centred, progressive teachers who have pioneered such methods.

Word of their exploits has got around; but has it been subjected to the rigorous, analytic scrutiny it deserves? There are serious doubts about this.

Two factors stand out as requiring careful study. First, the role of charismatic, highly creative, highly intuitive individuals; and second, the role of an undertow of alternative culture which such child-centred methods is due, in part, to either the special ability of the pioneers, or to their cultural ideology, it will be difficult to transfer into the average school.

The heart of the new pedagogy needed for GCSE is its capacity fully to engage the child, to involve him or her in the questions to which education provides the answers. That one can, when successful, achieve such engagement with a child-centred approach need cause little surprise. The children will, of course, be willing to throw themselves into their own questions.

This is the element of "squaring the circle" in the GCSE. Let's face it, GCSE is not a child-centred exercise. The National Criteria offer a set of questions which rise to the top of typical, adolescent minds, but a set of questions selected, fairly conservatively, by a consensus of middle-of-the-road, teachers and examiners. So we are

kind of engagement and motivation which can bloom in genuinely child-centred circumstances in the definitely not child-centred circumstances of GCSE.

That the system should have committed itself to such a contradiction is a direct consequence of the almost total disregard of theoretical foresight which is now fashionable in education. We need to find some sort of middle way between child-centred and society-centred education. Or, to put it slightly differently, we need to find a natural "balance point" where the pedagogy can unobtrusively switch over from being child-centred to being society-centred, and vice versa. Our starting point, in my opinion, will have to be a reformulation of the new pedagogy which smoothly blends child-centred and society-centred education.

Learning in the new pedagogy typically consists of four stages:

- 1 Apprehending a problem; pupils need to be brought to feel its reality, to see that it is there, to make it their own.
- 2 Involving pupils in exploring solutions to the problem.
- 3 Evaluating different solutions and partial solutions, leading the "Eureka" experience when the master solution sums it all up most neatly, most succinctly.
- 4 Applying this new wisdom as widely and as interestingly as it will go, starting with simple problems and progressing to compound and open problems.

Such a learning is characteristically child-centred. It recognizes that education in the true sense can only start with questions in the mind of the learner. On the other hand the problems tackled in a GCSE curriculum are not usually chosen by the pupils.

So, in a balance or transition point between

society-centred and child-centred education. Society, in a sense, wills the curriculum. The teacher must use skill and art to sell the problems of this curriculum to the pupils: to vamp up the interest of these matters as unanswered, slightly mysterious questions.

To make this work we also need definite tests that the pupils have occupied a problem, have made it their own.

We also need to work hard to maintain the child-centred feeling of the exercise when it comes to searching for solutions. Pupils need to draw up and agree their own agenda of such explorations. A neat mechanism is needed here to slip in an exploration which should lead to the resolution of the problem if pupils' own ideas are all off-target.

The aim at stage 3 is that each child should enjoy the "Eureka" experience; should see plainly and perhaps suddenly the central truth or the solution which maximizes neatness and application power.

Stage 4 is inevitably society-centred, because the teacher has access to the very selective situations to which the new insight applies. This need not preclude, of course, suggestions from pupils about interesting potential applications. Here the motivational momentum built-up during the predominantly child-centred stages 2 and 3 must carry pupils forward. We need tests here too to check that pupils are inhabiting these application problems and are appreciating the resolutions.

The last two stages are extremely important if we are to break away from the stereotyped learning of the past. The characteristic form of these problems should be that something really needs to be done or explained.

This, then, offers a way to resolve the motivational contradiction with which we began and is applicable to 101 different teaching situations. It is unashamedly a bit of teaching "theory" — aimed at a problem revealed by "theory" but also experienced again and again in ordinary classrooms.

Christopher Ormell is a Senior Lecturer at the University of East Anglia. He is currently a Visiting Scholar at the University of California, Berkeley.



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For all posts application form (and further details) available from and returnable to the Head Teacher concerned.



Primary

SCALE 1

CHINGFORD HALL PRIMARY SCHOOL,
Silver Birch Avenue, London E4 8QS
Head: Mr P Terry

Required for September or as soon as possible
Teacher required for 40 f.t.e. Nursery.

SCALE 1 Outer London Allowance. Ref. P18/686.

SYBOURN JUNIOR SCHOOL,
Sybourn Street, London E10
Head: Mr P Baugh

Required for April or as soon as possible
Teacher to take 1st year class.

SCALE 1 plus Outer London Allowance. Ref. P58/683.

ST. JOSEPH'S RC JUNIOR SCHOOL,
Vicarage Road, London E10 5DX
Head: Mr R Pickering

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Required for September or as soon as possible
Teacher for top Juniors initially.

A practising Roman Catholic teacher preferred.
SCALE 1 plus Outer London Allowance. Ref. P47/684.

SCALE 2

SELWYN JUNIOR SCHOOL,
Cavendish Road, London E4 9NG
Head: M. Barr-Hamilton

Required as soon as possible
Teacher to be responsible for Resources in this topic based school.

SCALE 2 plus London Allowance. Ref. P65/680.

ST. JOSEPH'S RC JUNIOR SCHOOL,
Vicarage Road, London E10 5DX
Head: Mr R Pickering

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Required for September or as soon as possible
A successful teacher to co-ordinate learning resources throughout the School.

A practising Roman Catholic teacher preferred.
SCALE 2 plus Outer London Allowance. Ref. P47/685.

SCALE 3

DOWNSHILL JUNIOR SCHOOL,
Downs Hill Road, London E15 2BS
Head: W Jones

Required for September

An experienced Teacher required to co-ordinate Curriculum Resources.

SCALE 3 plus London and Social Priority Allowances. Ref. P22/681.
Closing date for the above three posts 7 April 1987.

PRIMARY EDUCATION

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SAWTRY JUNIOR SCHOOL,

Middlefield Road, Sawtry,
Huntingdon, Cambs. PE31 5EH

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Junior class to be responsible
for Music in first and
second years and may be
temporarily with third and
fourth years whilst teacher
is on maternity leave. Appli-
cations must be competent
pianist.

Application form and
further details from the
Headteacher (S.A.E. please).
Closing date 8th April 1987.
(05047) 110022

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INFANTS SCHOOL
Warrington Road,
Croydon CR0 4BH

Tel: 01-688 5844

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teacher to join this friend-
ly infant school. The post
is a full-time position and
will therefore afford the
successful applicant the opportunity
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Visits to the school are
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should contact the Head-
teacher as soon as possi-
ble. The post also entails
collaborative work with
the class teacher.

Salary: Scale 1.

Tenable: 28th April

For application forms and
further details please con-
tact the Head Teacher.
(06825) 110022

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LONDON BOROUGH OF

EDUCATION COMMITTEE

BEULAH INFANTS

SCHOOL
Furze Road, Thornton
Heath, Surrey CR4 9NJ

Tel: 01-653 4918

An experienced, enthu-
siastic and creative teacher
is required to be part of a
team working with recep-
tion classes.

For further information
and application forms please
contact the Head Teacher.

Salary: Scale 1.

Tenable: 27th April
(06583) 110022

CROYDON

LONDON BOROUGH OF

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NOBURY MANOR

SCHOOL
Abingdon Road, Nobury,
London SW16

Tel: 01-764 1402

A temporary teacher is
required for the whole of
the summer term.

Please contact the Head
Teacher for further in-
formation and application
form.

Salary: Scale 1.

Tenable: 27th April
(06583) 110022

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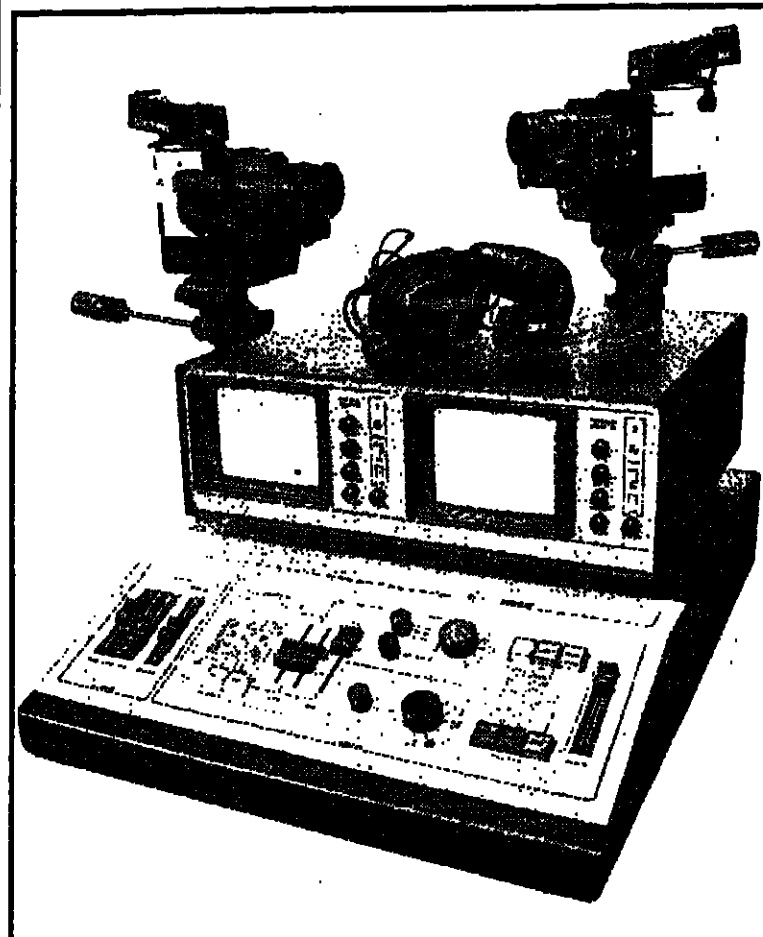
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The hardware scene



Viewfinder

STEPHEN ROLPH

The audio and video hardware picture for educationists is somewhat gloomy at the moment. In cash terms the education market is very small compared with the consumer market. Figures released by the British Educational Equipment Association (BEEA) in 1986 indicate that spending on equipment has dropped typically by 2.5 per cent per pupil, while others put it at 7.3 per cent.

There are signs that some local education authorities may be cutting back or even cutting out their advisory services and putting more responsibility for selection on to suppliers, departments or leaving individual establishments to make their own selection. This could lead to a lack of harmonization in equipment and software and unknown safety and maintenance standards.

In the domestic and institutional video market VHS has swept the boards, although one leading Japanese company is currently making strenuous efforts to introduce a new format, ostensibly for portable use, but it requires new mains machines for convenient playback and the tapes are incompatible with VHS, Betamax or V2000.

Another problem is the lack of "purpose-built" large screen receivers which meet British Standards BS4958. (This spells out very clearly the requirements for set/stand stability and electrical safety, etc.) Many users and suppliers seem to take the view that any 26-inch or 66cm BST set can be stuck on to a tall stand using the miscellany fixings intended for domestic use. In order to create a schools receiver. Not so. Read the Standard. A new standard is in course of preparation but the safety requirements for stability will be very similar. Currently there is only one national supplier of BS4958 sets with stands and they unfortunately are part of an ever larger business organization which seems to turn off the supply of sets from their factories as the mood takes them. Many I.C.A.s have been unable to purchase the sets since last summer and there are few signs of a realistic alternative being provided.

The bulk of video equipment is currently supplied from Japan and the change in exchange rates between the yen and the pound have had their economic effect, though this has been mitigated by the changes in manufacturing and facilities offered on consumer VHS recorders. Recordings in 1979 were costing £1.20 a minute, today a better specified machine can

be purchased for under £300.

One positive development for education in the supply of TV and video equipment is the range being introduced from Korea and Taiwan. For example, Samsung Electronics have introduced the V1 910 Video Player, which features picture search, auto repeat and a usable still picture facility. There is no counter or remote control, but I.C.A.s should not need to pay more than £150.

Bell & Howell are in the process of introducing the VP 1400 Video Presenter, that is a combined 14-inch monitor and VHS player in one unit. It does not have a counter or a headphone socket, but with the emphasis on individual and open learning systems, it could be widely considered for use in libraries and resource centres if a headphone socket was provided. The presenter costs around £690, but educational discounts may be available.

The trend in VHS recorders is to include "HQ" circuitry, which the manufacturers claim provides better picture quality. At the slow speed on VHS machines this may be no bad thing. There is also a tendency to omit microphone and headphone sockets from low end or "leader" models and to provide timers which typically provide at least four events over 14 days. The more expensive machines boast eight events over a year. It's nice to see timer back-up being included. Some machines offer up to three months' capacity — no need to reset the clock when the machine comes out of the security cabinet at the end of the summer holidays.

Some machines are now offering "hi-fi" quality recording by encoding and recording a quality audio signal under the video tracks on the tape. This is in addition to the established longitudinal recording tracks and provides the capacity to record quality stereo sound, with manual or automatic record level, for up to eight hours on a single E240 cassette. Other VHS recorders continue to include an "insert" edit facility, though sadly domestic mains recorders no longer have dedicated camera sockets.

The camcorder (recorder and camera in one) is very much in vogue with both VHS, VHS-C and Video 8 formats, though Video 8 cassettes are not mechanically compatible with the VHS system. It would be a great loss if the separate recorder and camera became a thing of the past, as cameras with detachable lenses such as the JVC CX N8 lend themselves to a wide range of use. The JVC CX N8 has been

the restricted recording time of 30 minutes. However long-play VHS-C camcorders are now available and these provide 60 minutes' recording if the supplied batteries last long enough. An external sealed lead-acid battery pack from Remu Ltd of Cambridge might help.

The sound quality of many portable systems is an acute problem. The microphones are ideally located to pick up motor zoom noise and are unable to filter out unwanted sounds. If the camera is placed some distance away from the subject, the lack of sound quality is compounded. The portable recorders in most schools' price range only offer automatic gain control, which is disastrous for decent quality location video recordings.

The use of an external microphone closer to the sound source can help. Beyer Dynamics sell an inexpensive matching transformer to connect a decent quality tape recorder microphone to a portable video recorder or camcorder. Even better is a microphone system specifically designed for video camera use. The Sennheiser Telemike system, from Hayden Laboratories, comprises an electret or condenser microphone power unit, to which a range of microphone elements can be attached, with various acoustic characteristics, from omnidirectional through super cardioid to rifle microphone. Care must be taken to ensure that the bracket to attach the microphone unit to the camcorder is suitable.

It's worth considering a clip-on microphone for recording an interior group scene that requires more than one microphone. These can be obtained from RS Components. A mains/battery powered mixer is also a good investment. One very suitable one was the Uher Stereo 700 mixer, but since Uher have ceased to trade, it is no longer available, and there is a gap in the educational AV market. Other Uher-distributed products have found new agencies.

Some VHS machines sold in the West German market are now equipped with a facility called VPS. This enables machines to respond to transmitted "cue-tones" from the broadcast authorities and avoids the problems of programmes starting late or over-running.

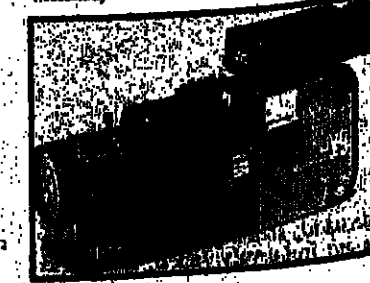
It is interesting to speculate whether long play "hi-fi" VHS recorders with VPS or similar UK facility could be an answer to the current questions being raised about the destiny of BBC School Radio transmissions. A recent TES article speculated on medium wave at night time; has anyone seriously tried listening to a medium wave programme at night-time? The Council for Educational Technology (CET) are establishing a working party to establish standards for VHF night-time broadcasting using a transmitted cue-tone to identify the programme.

Returning to video equipment, worth mentioning the expanding line of MSX Mini-Studio equipment from Unifron, designed for institutional use. These comprise a simple audio mixer console with special video mixer console with special effects, preview and transmission monitors, two-colour cameras with talkback, headsets and tally lights, camera tripods, microphones and cables. They do not include a video recorder. Prices start at around £5,000 and Unifron appear to be flexible about incorporating minor modifications to suit customers' needs.

One way to keep track of developments in this rapidly changing market is to subscribe to TEST Bureau which is based in central London and provides an independent equipment evaluation and technical news service to subscribers.

Contacts:
Bell & Howell 01-9028812
Beyer Dynamics 073-479411
CET 01-7053
Hayden Laboratories 0783-888447
JVC Video Information 0203-201234
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Unifron Ltd 0959 73119

Stephen Rolph is Aural and Visual Aids Development Officer for ILEA. The above views are necessarily those of ILEA.



EXTRA

Stocking up on 16mm



The whole picture?

The good, the bad and the ugly

NORMAN KING

Last summer, I booked a 16mm print of Seanström's *He Who Gets Slapped*, to be screened in the context of a course on silent cinema. Confirmations were duly received, followed by a contract and even an invoice. On the screening date, in December, *High Sierra* arrived instead. My letter of protest, pointing out that the only thing these films had in common was the same initial letter in the title and that we unfortunately did not teach films in alphabetical order, waited two months for a reply. A credit note was promised but meanwhile demands for payment continue to accumulate.

Regular educational users of 16mm feature films must have had similar experiences over the past few months but they may not have realized that they were innocent victims of the biggest upheaval in the history of 16mm distribution.

Symptoms of an economic crisis in the 16mm market had been apparent for some time. They became acute last summer when it was revealed that Harris Films, with accumulated debts of £800,000, was going into voluntary liquidation. Harris was of course no ordinary distributor. In addition to renting out its own stock, it acted as agent for most of the independents, including Connoisseur, Contemporary and Gala. It had also, since 1984, taken over the 16mm libraries of the majors, like Rank and Columbia-Warner.

Not surprisingly, the majors acted quickly removing the lucrative parts of their libraries and setting up their own 16mm subsidiary, Filmbank, a company that has yet to prove its efficiency or any long-term commitment to the 16mm market. (It was of course Filmbank that sent *High Sierra* as a "suitable alternative".) But it was less certain what would happen to the rest of the Harris prints, especially to those which were not economically viable on their own. Harris had an estimated 12,000 customers, of whom 8,000 were educational users.

In the event, the British Film Institute mounted a rescue operation, with the financial help of John Paul Getty III. A new company, Glenbrook Films, took over the Harris residue in October 1986. And in February 1987, Connoisseur Films, one of the oldest and most respected of the independents, became a wholly-owned BFI subsidiary.

The immediate crisis seems then to have been resolved. BFI's head of distribution is "cautiously optimistic" and Sid Brooks, the chairman of Glenbrook, reports a financial turnaround after a difficult start. The scale of this intervention has, even so, given rise to other misgivings. Not least within the Institute itself. The 16mm market has been decapitalized for a long time. Rental charges have been held at uneconomic levels and print quality has been decreasing. Meanwhile, other small distributors have been experiencing economic difficulties. Will the BFI not, then, have to come up to intervene, pouring subsidies into a system in irreversible decline? Would it not be more sensible to start investing now in other formats such as video cassettes and interactive discs?

These reservations are easy to understand. (Glenbrook's own situation is frequently lamented.) But the move to 16mm seems assured until there is an alternative of similar quality and versatility. Laser disc and high definition projection with variable aspect ratio are the most likely candidates, but even if these became widely available tomorrow, it would take years for the entire 16mm stock to be transferred (most of it probably wouldn't be), and for schools to re-equip. Meanwhile with the expansion of film and media studies in schools, we should be arguing for new titles as well as new prints. Even a cursory glance at an American 16mm catalogue is enough to show what we are missing.

Besides, many educational users might prefer a good video to a beaten-up print, in spite of the difference in image size. And for some kinds of detailed film study, a VCR with shuttle search and freeze frame facility can be a positive advantage. These are negative points though — no one denies that the quality of 16mm prints needs to be improved, and close study on video is a complement not a substitute for large-screen viewing.

As BFI Distribution staff insist, there is much more at stake. The quantity of material available on 16mm is, for example, much larger than the combined 35mm and video stock, and rights clearance problems would mean that only the more commercial titles would be transferred to video. Past neglect should, in any case, not be taken as a guide for the future. Subsidies should be tied to improvement of print quality as specified in the Glenbrook agreement.

Central to the debate is the viewing experience, the image size, its sharpness of definition and its tonal gradations. Here, not unexpectedly, producers of scientific films are of the same opinion. Video may be cheaper and more convenient but, in present circumstances, it can not yet compete.

Lastly there is that frequently overlooked problem of image shape. The aspect ratio of the standard TV/monitor screen does not exactly conform to any of the ratios habitually used in cinema. The result is either an unfortunate cropping of the image, particularly marked in wide-screen films, or worse still, an image that has been scanned, producing an unbalanced framing, arbitrary "camera movements" or shots which don't make much sense. The final sequence of *The Good, the Bad and the Ugly* may be an extreme example, but it illustrates how absurd CinemaScope films can look when screened in video format, with half the picture missing.

The number of 16mm bookings is still surprisingly high: the BFI's estimate of 80,000-90,000 a year is probably a conservative one, and, in comparison, video bookings are still marginal.

Within the 16mm market, educational users are now in the majority — about 70 per cent, of which one third is primary and secondary — and this figure seems to be increasing. Since there also appears to have been an upturn in the total number of bookings, it is clear that schools and colleges do still want and need 16mm, just as they also need better prints and better standards of projection. This is a message that educational users have to repeat insistently.

For this moment the BFI's committee

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New catalogues are on the way. Filmbank, Glenbrook and BFI Film and Video are all producing a catalogue for April. A new film on offer should be out in May.

Norman King teaches Film and Television Studies at Glasgow University.

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EXTRA

Literary adaptations

Screen play

ROGER MARTIN

Film has long been a resource in the teaching of literature: as such it has remained curiously immune to the influence of media studies. Traditionally film has been used for introducing into the classroom otherwise inaccessible plays, but how often does a consideration of the filmic construction of a text figure in any work undertaken by teachers and students? Even more problematic is the adaptation of a novel.

In his book *Made into Movies* (University of Michigan, 1985), Stuart McDougal writes that we "often speak of 'filming a book', as though the characters in a work could step off the page and perform before a camera". This suggests how, as readers, we experience characters emotionally as having an autonomous existence, separate from the words on the page. Disappointment often follows on seeing a film adaptation: things are so different; somehow the film has not kept faith with the original. This is a common attitude concerning the relationship of books to film and television adaptations. The novel is perceived as the "original" and films are often judged by the degree to which they are "faithful" to the book.

The degree of equivalence between a novel and a film adaptation is more apparent than real. In terms of a distillation of narrative events and characters, film adaptations clearly depend on books as their sources, but beyond superficial similarities the differences are fundamental. They are aesthetic and institutional, but they also concern the differing ways in which readers and audiences relate to books and films.

Work based on exploring these differences, rather than assuming that a film somehow "represents" a short story or novel, can further an understanding of the distinct characteristics of both media. The production and institutional contexts of film and television have long formed an integral part of media studies. Books, too, have their production histories of decision making processes in publishing houses and of market demands, but this dimension is generally absent from literary studies.

The comparison of a book and a film adaptation might begin with an examination in differences of plot. This is probably the most obvious difference that is allowed for and discussed in English lessons, but it could usefully be extended into a discussion of the different institutions of cinema, television and publishing. The plot of a novel will probably have been contracted when translated into a film script: subsidiary plots may be removed; two or more characters "coloured" into a single, perhaps new, composite character; and settings, for reason of cost or spectacle, might also

be altered. Any film that attempted to be wholly faithful to a novel would be economically unviable. In the case of television, an extended narrative could be segmented into several episodes. Different institutional imperatives would come into play: a television adaptation would have to conform to the conventions of serialisation so that each episode had a more or less self-contained narrative structure, usually terminating at a point of crisis. The episode would also have to run to a fixed length of time.

The different material and formal properties of the film and book would need to be investigated. Short stories are particularly suitable for short, televised adaptations, but they are also subject to radical changes when they form the basis of feature-length films as situations and characters are added.

The opening of a film and book can be used, analysing the way each one introduces characters and establishes narrative. The visual rhetoric – and sound – could be discussed, teasing out the ways in which characters and narrative are realized on the screen through the spatial relationships between characters and objects, the use of colour, lighting, the framing of the camera and camera movement. The *mise en scène* can then be thought through in terms of the shots – the continuity of movement and the coherent sense of space and time through editing.

Early work that begins to identify and explore the specific nature of each of the media can include projects for young children to think through ways in which a short story or the opening of a novel could be filmed. It can form part of a lower school media studies scheme in English. One such project is centred on Poe's short story, "The Black Bat". Working in pairs, or on their own, the children imagine that they are producing a short film for television which is based on the story. They have to produce a "package" which includes a written synopsis of their "film".

They can make what changes they like to the characters and plot, so long as they have a clear purpose in mind. They also have to make a storyboard of at least part of their film, and produce suggestions for publicity, including the design of a poster. Finally, they have to write a letter to an imaginary television company, explaining the virtues of their proposed film and why the company should back it.

This exercise can be modified for any age range, but whether or not such extensive work is done around books or adaptations, children should be encouraged in their writing and talking to explore the differences between the media.

Roger Martin teaches at Midleboro Comprehensive in London.

Media education in primary schools



Uncharted territory

BEN MOORE

Attitudes towards media education in primary schools vary considerably, from eager curiosity, through a guarded if faintly cynical interest, to outright hostility. For the majority of primary school teachers, however, it is still uncharted territory.

It was in 1983 with the publication of the DES report, *Popular Television and Schoolchildren*, that some sort of coherent approach to the development of media education in primary schools began to emerge. The report identified what teachers already knew, that their children often spend more time in front of the television – let alone with other media – than they do in schools. The DES sponsored a series of regional groupings (10 in all) consisting of parents, broadcasters and educationists to examine the way in which schools should respond.

The report set a positive tone – arguing that, like it or not, children learn a great deal from the media and schools do more harm than good by ignoring them. To separate what is for many children a positive domestic experience from their school lives only serves to increase differences and erect barriers to learning. If no space is made in the curriculum for these experiences then they will be displaced into the playground. It is not uncommon to find schools which ban *A-Team* or *He-Man* games because they appear rough and anti-social.

What is happening here is that children are learning that parts of their own cultural experiences and pleasures have no place in the schools they are obliged to attend. Not that these experiences should be embraced uncritically by teachers, but they should not be rejected. The call for a media literacy which links a critical understanding of media products with an opportunity for children to make their own, becomes more important as products occupy an increasingly important space on youngsters' lives.

There are many difficulties for teachers who accept this position. They find themselves under suspicion from colleagues who feel that they should be leading children away from "debased" or "commercial" cultural forms and towards a literary culture, whose values all too frequently fail to connect with the children's lives. But the major difficulty they face is a lack of adequate support and advice from

their authorities. This, however, is a picture which is slowly changing.

The British Film Institute's Education Department has a policy of seed-funding teacher-adviser posts – but they only have the money at the moment to support one new post per year. Along with the DES they have also established a National Working Party for Primary Media Education, which is supported by the Gulbenkian Foundation and seeks to initiate research projects and act as both a forum for ideas and a voice which speaks with some authority on matters concerning the media and primary education. There are also Regional Arts Associations and independent film and video groups which have a strong commitment to education and could provide the basis of staff development.

The problem revolves around the need for in-service training. Very few teachers indeed receive any initial teacher training in media education and the consultation exercises being undergone in local authorities tend to identify solidly-established curriculum or cross-curricular areas at the expense of anything which is new or appears experimental. There are social and economic trends, however, which will ensure that media education will be with us for years to come.

The first of these is the increasingly "media-saturated society", to use Len Masterman's phrase in *Teaching the Media* (Comedias); both teachers and children inhabit this. The second is the availability of relatively cheap, accessible, and simple VHS video cameras. Unfortunately video cameras are too often seen as the preserve of teachers and are only used to document aspects of school life and develop links with the community. There is considerable pressure on a school with the technology to deploy it in the curriculum, but teachers are faced with two barriers – a phobia about the technology and an inadequate theoretical understanding on which to base any practice.

In the North-East the picture is relatively bright. The appointment by Newcastle I.C.A. of a teacher-adviser in media education has prompted a number of neighbouring authorities to

investigate the feasibility of developing the subject on a variety of models; as other authorities join in, the momentum builds. But the North-East is well placed for other reasons. Historically, it has had an extremely active and independent film and video sector which in 1983 formed a coalition with other interested parties (education, Northern Arts, local councillors, etc) and established the North East Media Development Council. Countless meetings have led to the North East Media Training Centre – a development which is unique in Britain.

The Centre has two broadcast-standard studios, a small cinema, teaching rooms, edit and sound facilities, and offers full-time training in film and video. While the council seeks to develop employment opportunities in the region, the Training Centre seeks to provide the employees. The opportunities for industrial expansion are certainly present and the North East is making an important intervention – all with public sector finance.

The Centre also provides opportunities for a range of short courses including one for teachers to become familiar with VHS video and to make the most of its creative potential. A recent six-week part-time course finished with a week-end school at the Centre, and 28 teachers left well grounded in a variety of approaches to video work in schools.

The importance of video work in primary schools cannot be overestimated. In-service proposals for the primary sector in Newcastle involve selecting 12 schools which will be leased a camera for one year. Teachers from the schools will come on courses not just relating to video work, but the use of the camera will be monitored over the course of the year with the object being to integrate practical video work within a fully-developed media education curriculum.

Perhaps now we can begin to reverse the top-down model which has accounted for the development of media courses to date, from higher education into vocationally-orientated courses at 16-plus and now GCSE at 14-plus. We need to know what sense children of three years old and upwards make of the media and to develop work which may well transform the picture in secondary schools.

Ben Moore is Media Adviser for Newcastle upon Tyne.

Industrial action

LUCY MOY-THOMAS

Film Industry Information booklet and simulation game

Single copies: £2, packs of 20: £25 (including postage and packing). From the Media Centre, South Hill Park, Bracknell, Berkshire RG12 2JH.

available for GCSE. In the "Information" sections the authors have covered this vast subject without too much simplification, though the initial statement that "films may be sources of enjoyment and pleasures, but they also have to be commercial" sits oddly with the afterword on independent film. In practice, the simulation can almost draw blood, so involved do the participants become.

A production company makes proposals for new films and put them to a large distribution, guaranteeing. Clashes will almost inevitably make the superior power and commercial interests of the distribution company apparent. Teachers will need to handle the game

students – perhaps by developing student-led research to prepare for it. A breakdown of production and promotion costs of *Star Wars* is provided but this is inadequate to provide students with the guidelines they need.

It would be helpful if a breakdown of the production costs of five or six films made in the same year were provided to avoid the complication of inflation. The main drawback with *The Film Industry* is simply that it is about film, when many of the newer centres are likely to be concentrating on television productions which would be even more widely used.



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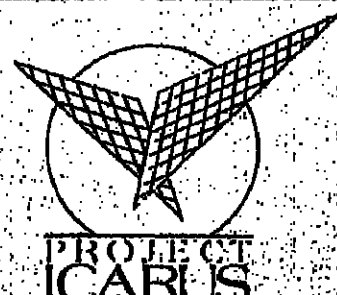
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EXTRA

Video workshops – a way on to television?



Key to the box

BILL HICKS

It was seeing programmes for young people on the box and thinking, we could do that – and make it more entertaining. A group of unemployed school-leavers from Telford new town calling themselves the Dead Honest Soul Searchers (DHSS for short) came to this conclusion after working together for a couple of years on media-related poster and photography projects.

Lots of people have had the same feeling so they were surprised when the Birmingham Film and Video Workshop agreed with them and arranged the funding and facilities for them to make television programmes for Channel 4's *People to People* access series.

The DHSS's two videos, *What They Telling Us It's Illegal For?* about home taping, and *Giro*, about life on the dole, were very entertaining, but also serious and high-quality television. When they eventually went out on national TV, they shook up many received notions about access and youth programming. A third BFVW programme, *Giri Zone*, made with a group of 11 to 14-year-old school girls, also went out on Channel 4, and proved that the innovative working methods developed in the DHSS videos were transferable.

Few professional broadcasters would deny that the BFVW has achieved something which the major TV companies have been attempting for years – that is, giving young people the keys to television production and letting them get on with it, to powerful effect. How did they do it?

To begin with, the BFVW is, and always has been, outside the recondite world of professional broadcasters. None of its seven full-time workers has a conventional media background, and many are refugees from various parts of the educational sector. The workshop was set up seven years ago, on a small grant from West Midlands Arts to show films. But it soon moved into film making on another small grant, from the British Film Institute's Regional Production fund.

Then came Channel 4, whose encouragement of independent producers opened new horizons for the emerging network of community-based media workshops.

The BFVW was one of the first to make programmes for Channel 4's pioneering independent commissioning editor Alan Fountain. It was also one of the first to be franchised under the ACTT Workshop Declaration – a five-pointed initiative from 'the TV technicians' union which gave the relatively impoverished workshops full union recognition for broadcasting purposes, while retaining their flexible employment and working practices.

Though still rooted in the community around its rambling ex-industrial premises next to Aston University, the workshop now addresses national and international audiences. "Our first aim," says Rob Burdett, a former teacher, BFVW's first education officer, "is to make a contribution to what we want to say certain things, but I have

no all-embracing philosophy."

There are three strands in the BFVW's work: cultural issues (such as its 1986 production for C4, *Are You Being Served Well?*, about public service broadcasting); feminism, especially in the work of Carola Klein and Heather Powell; and youth. With the three *Youth Mix* programmes now spawning new projects, the latter strand is currently predominant – though all three are intertwined.

The two DHSS videos and *Giri Zone* were, among many other things, stages in an experiment in democratic programme making, the very idea of which would have the average TV producer reaching for a bottle of valium. When they began work on *What They Telling Us It's Illegal For?*, the six Soul Searchers, Telford Youth worker Graham Peet, and BFVW cameraman Jonnie Turpie agreed that every participant would have an equal say in what went into the video, and what wouldn't. Graham and Jonnie could advise on technical matters, and set up interviews with the many pundits and celebrities who appear. But editorial control lay with the group as a whole, and the guiding principle was clear enough: if any one of us thought something was boring, it was out.

By the time the same group started work on *Giro*, approaching a subject which has been worked into the dust by many well-meaning documentaries, a distinct DHSS style had evolved. There's always a collective urgency about their quest for answers. Whether the question is, why shouldn't we make tapes of records, or why should we be expected to live on £22.45 a week dole, the style is, go straight to the top and ask.

Interact with slices of real and surreal life in Telford, it's an exuberant mix, edited with precision to the insistent rhythms of the music. It's hard to believe that the final 52-minute programme is the result of around 39 versions, and a full year's shooting, editing, reviewing, re-shooting, re-editing, trial showings, debates and compromises. Such a schedule wouldn't be possible for a commercial TV producer – yet *Giro* cost around £300,000 to make, much of that going on costly post-production work outside the BFVW.

The DHSS working method was adapted by Carola Klein for *Giri Zone*, which deals with the matters that the eight young girl producers decided were the most important, but least aired, problems facing all school girls of that age. They came from three West Midlands secondary schools, and most had been involved in drama groups, reflected in the greater number of dramatized sequences in the video. A patient 11-year-old gets poked the water as her embarrassed mother tries to explain the facts of life; an inept teacher adds to a girl's humiliation in a changing room; until her friends turn the tables on her; a girl

asks her friend whether she should give in to her boyfriend's pestering and go all the way with him.

Again, the pace is fast, and some of the interviews, with people like Claire Rayner, Sue Tully of *EastEnders*, and Radio 1 DJ Rankin Miss P, are ruthlessly cut to fit. One sequence will have immediate practical value for many girls; a form of catechism of disarming responses to typical male taunts, such as "slag", "scrubber" and "tart".

The girls in *Giri Zone* did less of the technical work, preferring to stay in front of the camera – but collectively they were the writers, producers and directors in the same way as the DHSS. Rob Burdett emphasizes that the point of these productions is not to turn out skilled technicians. "We're not a training centre. Often too much importance is attached to giving kids hands-on experience. It's learning about production processes that matters."

The BFVW is, however, making a determined move into the education market, as a distributor of videos and publisher of support materials. The two DHSS videos and *Giri Zone* have been released on one videocassette, the *Youth Mix Tapes*, with a full set of notes by media studies teachers. The workshop is currently monitoring the use of these programmes in local schools, co-operating with Birmingham's media education officer Gordon Eaton. And it is negotiating funding for a one-year teacher placement at the workshop.

"We're trying to target which teachers need what materials. It's easy to make the mistake of just throwing things out at the educational sector and hoping they'll find a use for them," Rob Burdett comments.

Meanwhile, the BFVW is embarking on its biggest production to date, a 90-minute feature called *Out of Order*. It will be made on a BFI grant of about £200,000, shot entirely on video, and will have a professional cast. But the ideas, script and direction are from the same team who brought us *Giro*.

The DHSS are working on pilot for what could be a series of short, sharp programmes for Channel 4, on the lines of *What Is...?* (Sexism, Privatization, etc.). Carola Klein is hoping to extend the issues raised in *Giri Zone* in further programmes.

As for the Soul Searchers, Mandy Price, Vanessa Bradley, Anthony Campbell and Glyn Rowlands, rather than aiming for jobs in mainstream television, they're planning to stay in Telford and establish the DHSS as a production centre to give more local people the benefit of their experience. And Billy Bannister, the demon home tapper of Telford, the hounded UB40 holder of *Giro*, is now hoping to break into the music business.

And all at BFVW are beginning to worry about finding bigger premises to accommodate their expanding operations. For the time being, however, the ethos of the workshop's videos, catalogues and rental, plus equipment for sale, are available from BFVW, 91 Holl Street, Birmingham B7 4BA (tel. 021-330 5545/4192).

EXTRA

Tapes on video in the curriculum

Points of view

CAROL ALLISON and CHRIS VIELER-PORTER

Get It Taped
BBC Education and Training, £50
Pupil Power Language, the Media and Modern Technology
Media Education Department/
Dramatic Video,
£24.50 incl VAT and p&p
Teaching Media Matters
Media Centre Bracknell,
£19.75 incl p&p
Children Behind the Camera
Focus in Education, £30.50
The Media Tapes
Methuen, £1 plus p&p and VAT.

The market for "educational" video is growing, and it is perhaps inevitable that producers should turn their attention to media education, an area which is of increasing interest to teachers but still yields little guidance towards good classroom practice.

What understanding of television do we give children by putting a video camera in their hands? These tapes follow two distinct paths. The first use of media technology as equipment to serve a number of needs in an educational establishment, is contained by the existing curriculum. It serves to record pupils' work or provide teaching aids and in doing so, it acquires a passive role in the school. Questions relating to the mediating properties of the technology are excluded. The second, media education, is by contrast concerned with a critical understanding of how the media make meanings through a study of their products and processes, their forms and institutions.

With varying degrees of success, each of these tapes suggests that using video is fun and can encourage learning. Each package makes a slightly different address to its audience.

Get It Taped, a joint venture between BBC Enterprises and JVC (whose cameras are heavily in evidence) shows how a number of schools have made use of video equipment. The package consists of a 60-minute videotape, plus booklet and audiotape containing comments from the teachers and pupils who used the

equipment. They are seen learning how to handle it and then making recordings in a number of subject disciplines (a school trip to France, science experiments, etc), but video is never seen as an object of study itself.

The package addresses both teachers and pupils at the same time (the audiotape is more specifically for teachers). Using Andy Kershaw as the presenter limits the questions that can be raised and confuses the issue of who is being addressed. Also many important questions of pedagogy are absent, such as what is the nature of the knowledge that the video is concerned with? how does one organize a class around one item of equipment? what developments in teaching does the equipment offer? Instead of offering answers, the tape is limited to practical tips and enthusiastic exhortations to have a go; it presents the medium as transparent, as if what the camera records is what happens.

These same problems are evident in *Pupil Power*. Here we see a representation of a newsroom simulation. The exercise was designed to place children in a position of power over the news media by putting them in the role of reporters and editors. Many teachers would have been interested in the staff/pupil ratio during this project; how the project relates to the curriculum; and the nature of the project that sets aside the normal school day, but like *Get It Taped*, *Pupil Power* is purely concerned with the possible use of the technology; both treat the technology and what it can achieve as unproblematic. Asked to value the



project in educational terms, the head-teacher in the video refers to its usefulness to children who may follow a career in the media!

Children Behind the Camera developed out of research work by Vincent McGrath. It aims to show "the ways in which video production systems can be used in the primary schools for pupils to understand the media." A magazine format is used, showing production processes, with the presenter (McGrath) focussing attention on what is learnt from the exercise.

It presents its case quite cogently but the stress on practical engagement as a means of understanding the media is misplaced. Without raising questions which children can apply to their own experience of watching television, the making of a video magazine only encourages pupils to replicate professional practices that they have made

available to them in broadcasting. The power that the children have is over practical use of technology, not over means by which "news worthiness" is selected and constructed. McGrath's interview with pupils points to an evident mismatch between some of his claims and how the children themselves understand the experience they had been involved in.

Teaching Media Matters is a rather diffuse 25-minute programme, involving comments from teachers, parents and children, on the efforts of a primary school to explore the possibilities for media education. As the head-teacher indicates, they are new to the area of study. "I think that television is something that has grown up over the years. I don't think that there has been any plan behind it," he says, clearly showing the limits of their understanding, based on a concept of the "naturalness" of television.

Television is not a natural phenomenon but functions through powerful professional, institutional and financial forces. What comes across here is a great deal of confusion on the part of all participants, with no clear understanding of what they are trying to achieve.

Teaching Media Matters and *Pupil Power* are both addressed to a teacher and parent audience and are based on the assumption of a common concern in media influence on children and shared desire to intervene. Without doubt this is important, yet neither video offers advice on how this relationship between teachers and parents can be fostered.

Although the use of video in some of

these tapes has some possibilities for teachers, all of them are limited through a lack of critical engagement and theoretical concepts. The activities we see do not allow students to deconstruct the text systematically in order to understand the means by which it communicates.

In contrast, the *Media Tapes* package offers a lasting and varied resource. It avoids using long extracts that allow their powerful imagery to solicit uncritical viewing. Rather, the examples are changed and modified to unhinge the power of the image and sound. The videos are further enhanced with detailed teachers' notes that also contain material that can be photocopied. The package provides a resource which helps pupils understand how meanings are produced and how readings of text are achieved.

Such a theoretically informed position offers students an opportunity to make their own videos, aware that the constructions produced are points of view – points of view about history, or about a trip to France.

Finally, we would question whether video is the most appropriate medium for what these tapes are trying to offer. Most of them position the viewer as passive recipient of the point of view, without explicitly acknowledging that it is only a point of view. Teachers need to have their attention drawn to this. Video is not a neutral – or natural – medium.

As material for part of school or authority-based in-service training, all except the *Media Tapes* lack a coherent philosophical framework and fail to make connections to existing theory and practice. Teachers need support in this area. An alliance of teachers, researchers, media practitioners and in-service training providers is required to establish training and support at local and national levels. In the interim, well-produced material like the *Media Tapes* should be applauded for contributing towards a coherent philosophical and structural basis for the interrogation of media messages.

Carol Allison is deputy director of Hertfordshire Educational Television Unit. Chris Vieler-Porter is head of drama at Bapoleton School, Chesham.

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EXTRA

From simple instruction films to exploration of local history



Close-ups and long shots

In the fourth year at Pencoed Comprehensive School in Mid-Glamorgan, a new vocabulary has taken root. The talk is of close-ups and long shots, panning and cutting.

Fifty pupils are taking part in a video project being run by the Chapter Media Education Centre in Cardiff. The aim is to make them conversant with the techniques of what the organizers of the project, Mike Sweet, calls "electronic publishing", and in so doing to sharpen their critical faculties as televisioners.

The project came about by accident. An artist in residence scheme for Pencoed fell through, leaving the way clear for this one to take its place. The money comes jointly from the L.E.A. and the South-East Wales Arts Association and totals £2,000. Half the pupils involved are in the school's media studies GCSE class, and the rest are in the fourth year art group. With few exceptions, they have taken to the project enthusiastically, and some have discovered unsuspected talents.

"On the first day I went there I was very conscious of the fact that nothing like this had ever been done before - someone from outside working with

teachers as well as pupils," said Mike Sweet, who is practical training activities officer at the MEC. "We divided the media studies class into four different groups and started rotating them around, teaching basic technical skills such as setting up a camera, and then we dealt with the preparation of treatment and texts. We quickly learned that it's easier to use existing texts, because if you allow them too much rein they don't really get down to understanding the technicalities involved - there just isn't time."

"With the art group we started in a more visual way by taking the mystery out of such matters as how pictures appear on the screen. We did a series of flip book exercises which showed them how a sequence of drawings give the impression of movement. Most of them settled for stick figures kicking balls and so on but we did have some striking sequences, such as a sunrise with changing cloud patterns, or squares turning into rectangles."

"The second exercise with this group entailed the preparation of graphics, which meant a lot of work in typography." Not the least important part of the project is that everyone involved,

HERBERT WILLIAMS

teachers included, keeps a journal. Into this goes a variety of comments, some to do with practical problems, others reflecting ideas of what works and what doesn't. Pupils are tactfully advised that anything they do not wish others to read should be sealed off in some way.

Work in progress includes a video based on a Roger McGough poem and another centred on the pop song, "Red Rain", which makes vivid use of red coloration. A third video, in a more documentary vein, is about the staging of the school Elsteddfod.

The school has just under 1,400 pupils and is in a semi-rural area in which all social groups are represented. It was lunch-break when I arrived, but a dozen or so pupils were gathered around a TV screen turning analytical eyes on some of their efforts.

"It's made them more critical of TV generally," said Jean Lediard, who teaches English and media studies. "I think they view programmes much more knowledgeably and intelligently through taking part in this project."

The senior art teacher, Alvin Perkins, finds that there have been spin-offs such as a greater interest in lettering as a result of titling for videos. "We also have to face the fact that it's good for the teachers - we have to learn new skills and think in different ways." The point was taken up by Richard Landy, Mid-Glamorgan co-ordinator of the National Writing Project: "As a rule the kids are more proficient with this kind of equipment than the teachers." He doesn't see a video project of this kind as being in opposition to more conventional forms of literacy. "On the contrary, making a video involves writing, and it is writing for a purpose."

One of the most articulate of the pupils involved, 15-year-old Tracy Randall, admitted that making a video was much harder than they had expected it to be. "Working out where to place the camera is one of the biggest problems," she said. "Then there's the business of matching pictures to the words - it looks easy, but it isn't!"

For Gavin Forward, the most satisfying part of the exercise has been devising a story to go with the song, "Red Rain". "A group of us sat down

and worked it out together," he said. But wasn't it difficult to decide between competing ideas? "No, it was great. We just talked it over and the story came that way." Producing new recruits for the media is not the main intention, but Andrew Brooks, the interviewer in the Elsteddfod video, admitted to being attracted by the idea of a TV career. "These children have very high standards," said Alvin Perkins. "They are judging themselves, and that's important."

When the 11-week project is over it won't be the end of video in Pencoed. "Our concern now is that the benefit should be on-going," said the head-teacher, Lewis Morgan. He sees uses for video across the curriculum, from simple instruction films in science lessons to the exploration of local history. It can also be the means of recording school events and communicating with parents.

"The use of video gives the children stimulus, motivation and satisfaction - the enormous sense of achievement they derive from it is to be valued," he said. "They feel they are making their own investment into the resources of the school. That's surely worthwhile."

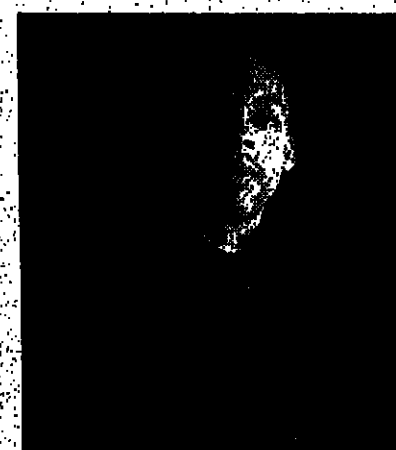
Super 8 - for live action or animation

Crystal clear

TRICIA JENKINS

Film can help counteract the frequent criticism of practical media work that children only mimic their favourite television shows. But far from mimicry, the physical separation of image from sound in Super 8 film production can actually encourage pupils to create alternative representations. The mode of production specific to film can reinforce notions of textual construction, because the sound track and the image are physically separate. The act of film editing - literally cutting and rearranging the celluloid - emphasizes the construction process.

Super 8 also offers the cheapest form of animation. All you need is a camera with a single frame release facility (which most Super 8 cameras have), a tripod, a pair of photoflood lights and a roll of masking tape. With animation, anything is possible, that is its beauty.



Still from 'Easy Money', a film made on a BTEC course at Kingsway College

You don't even have to be able to draw. Sheila Graber's book, *Animation is Fun*, is an excellent source of ideas, demonstrating how everything from root vegetables to rose petals can be animated. As a medium it can be used across the curriculum: historical events can be constructed; geographers can animate the transportation of goods from country to country; pupils can write stories in English and then animate them. It can involve group work or individual projects. Questions of narrative structure can be explored by playing picture sequences: one group of pupils begins the story, the next group continues with the denouement, and so on until a complete animated film of the collective story can be produced.

The fact that pupils actually construct the objects and their arrangement in the frame takes the notion of making the image work for you to its logical conclusion. Not only can you select and arrange subjects and objects, but you are at liberty to transform them in any way you wish. Easy exercises, like changing one shape to another in 24 moves, eg a circle to a diamond, help to break down the popular misconception that animation can only be cartoons.

Super 8 remains one of the cheapest and most versatile media to use in schools and colleges for production work. Whether for animation or live action, it still holds a magic and fascination that cannot be replaced by video, however sophisticated it becomes. Information about Super 8 live-action film making, or Super 8 animation can be obtained from Charles Worthington at Kingsway College Centre, Sans Walk, London EC1. Please send a stamped addressed envelope with any enquiries.

Up north

Media Education in Scottish Secondary Schools. A report by David Butts. Price £5, from David Butts, Department of Education, University of Stirling, Stirling FK9 4LA.

For an English reader, the strongest impression gained from David Butts' thorough and detailed account of the state of media education in Scotland is the similarity to developments south of the border.

Case studies from a sample of Scottish schools form the bulk of the report, and time and time again, the English (or Welsh) reader will hear about the problems like teacher action, difficulties in getting adequate planning time for curriculum development or confusion about definitions of media education. Funded by the Scottish Education Department, David Butts' three-year study is illuminating because an equivalent large-scale research project has yet to be established in England and Wales.

Butts divides his classroom observations into three sections: pre-14, 14-16, and post-16. In the lower secondary school it was "difficult to find evidence of (media) activity" mainly because "media studies work had begun at the top end of the secondary school". Of the few examples that are offered there are some familiar problems: enthusiasm is inadequate, teachers are inadequately prepared, ambitious schemes thwarted by organizational difficulties (a common feature was the unfinished project/video, etc). However, the pre-14 and 14-16 sections raise two much more fundamental issues - about conceptual learning and the place of media education in a subject-based curriculum which is already overcrowded.

A surprisingly high percentage of the pre-16 classes described consist of "low ability" or "non-examination course" pupils, and one teacher is quoted as claiming that media education is "possibly a subject for more mature minds". When recent audience research is showing us just how sophisticated the majority of children are in their understanding about the mass media, it is worrying that such assumptions are being made about what some young people can understand.

The second issue concerns the place of media studies in the secondary curriculum. There are four possible options: within an existing subject; as part of a multi-disciplinary course; as an inter-disciplinary team-teaching exercise; or as an independent subject. What is interesting about this report is that examples are given of each curriculum model although we are left to make up our own minds about them.

Media education in Scotland has been most successful at the post-16 level with the development of nine media studies modules. While acknowledging the upsurge of media activity following the introduction of the modules, David Butts admits that the higher profile for media studies post-16 has led to a decline of activity pre-16. In describing the development of the modules the report grasps two particularly important notions.

First, it makes comparisons between the effectiveness of schools and colleges in teaching the modules, suggesting strongly that college is the more appropriate location. Second, the modules themselves are criticized for being too ambitious in what they cover and too vague to their assessment objectives. Both points are particularly relevant to the English and Welsh context with its increasing number of TVEI and CPVE courses incorporating media studies.

In conclusion, one must feel a great deal of sympathy for the researcher whose efforts to compile a much wider and more ambitious report were thwarted by teacher action throughout much of the three-year research period. However, I would have much preferred a clear statement about the media education's own views about good practice followed by a list of recommendations, however tentative. As it stands, we have a report which raises fundamental issues about media education, with some excellent case studies which in themselves provoke a great deal of thought, but read very much like teacher assessments without the conclusions. My suggestion to David Butts would be to add the final chapter.

TIM BLANCHARD

The University of Stirling, which for the London School of Education, will be the national centre for media education research.

Media Studies and the GCSE

By Tim Blanchard
1986, plus free supplement, March 1987. £2.50 plus 50 p.p.
From SEFT, 29 Old Compton Street, London W1V 5PL.

The introduction of GCSE has been enervating for media studies teachers. On one hand there has been a rush of creative activity from teachers themselves and from some boards, resulting in a great variety of syllabus proposals. On the other, a general lack of information has kept them in varying degrees of uncertainty and ignorance.

The main problem has been in knowing what syllabuses exist and

Guide to GCSE syllabuses

Shedding light

LUCY MOV-THOMAS

which of them have been approved. This, followed by the bewildering task of comparing and evaluating them, has forced some teachers to opt for a syllabus before they felt adequately prepared to do so.

Tim Blanchard's *Media Studies and the GCSE* sheds invaluable light on this confusion. He gives a brief intro-

duction to the history of GCSE and outlines the emerging place of Media Studies within it. First published in January 1986, this paper has been updated with a supplement which gives detailed descriptions of current Mode 1 syllabuses from the four boards which have issued them; information on Mode 3 syllabuses (this is briefer

because of continuing uncertainty about their availability to other centres); and notes on the use of media studies GCSE within TVEI schemes.

A key problem centres on the need to assess pupils' performances across the ability range. The promise of grade-related assessment criteria seemed to offer a genuine innovation which would allow pupils to measure their own achievements against pre-determined assessment criteria. For media studies this promise has yet to be delivered and such a rigid basis for assessment may not, anyway, be so desirable. The Mode 1 media studies syllabuses all avoid the assessment strategies which have made GCSE in some subjects as divisive as the old GCE/GCE split.

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EXTRA

EXTRA

Liz Heron on festivals for young people and Jim Hornsby on production techniques

Festival focus

Joe Fordham started making short films while he was still at school, with pocket money and a camera he asked for as a Christmas present. It was a lone interest, supported only once he'd joined his local amateur cine-club. Club members were the crew on his animation film *Boardgame*, which won first prize in the *Radio Times* awards last November. By then he was 22 and, after being refused a place at the National Film School, had got a job as a messenger in Soho: a toe in the door of filmmaking. He'd started working on *Boardgame* five years before: "I put £900 of my own money into it. I've been completely amateur. Winning the award has made a lot of difference. The film has had more attention and I've got to know more people in the industry."

The *Radio Times* Film and Video Awards drew 600 entries and the winners' work - two videos in the 11-18 category and two films in the 19-25 category - was screened on the *Showcase* programmes last November. It was the awards' first year, and no film decision has yet been made about their future sponsorship. Competitions come and go including the longer-running 16mm Best Amateur Films of the Year Awards, organized by *Making Better Movies* magazine; a sponsor is needed if it is to have a future.

Joe Fordham's £2,000 prize money won't finance his next film but it will help him raise money. So will the experience he got working in a cutting room on the recently-released *When the Wind Blows*. His success has been hard won, the only recognition for his talents and enthusiasm coming from the amateur club and festival circuit, until last year. But for the younger school-age generation of would-be film-makers things are changing for the better. There is more encouragement in schools, partly through the rise of media studies and the growth of video use. And there are more outlets for public screenings, with a festival circuit that has an altered view of young people's potential on the amateur scene. There are also closer

links developing between the two. "For years we were often the only people under 30 at the amateur festivals," recalls Sarah Daly of the Abbey Film Unit, a trio of veterans now in their twenties. They won the £1,000 second prize in the *Radio Times* Awards with *There is a Green Hill*. Before that they'd netted dozens of awards at the London International Amateur Film Festival and its regional festivals, but this was by far the biggest. The Institute of Amateur Cinematographers, which organizes these, is financed only by members' subscriptions and lacks the funds to give money prizes. Winners get certificates, and, as Sarah Daly points out, the satisfaction of having a large audience interested in their work.

The Nottingham-based Abbey Film Unit began life as an individual enthusiasm 10 years ago, when Stephen Symes started making films at school - "but with no encouragement or support whatsoever. We've noticed that that's changed," Sarah says. He worked with friends, then formed the unit along with David Chandler, who was working in a sound studio, and Sarah, then doing a degree in photography. She started out as lighting person, then moved on to writing and directing, as the unit progressed from Super-8 to 16mm.

"The turning point was an award at the Scottish Amateur Film Festival. We were all more committed after that." Although all three now have full-

time jobs, the unit is still very much alive and full of plans. Other amateur cinematographers have played a part in its film projects and it is open to anyone in the area who would like to get involved. They're keen to encourage young film makers. So far they haven't been asked, but they'd be willing to visit schools and talk about what they do.

In the past the IAC festivals have attracted only a small number of entries in the under-18 category. The expense involved in film making and the fact that the cine-clubs aren't a young people's milieu has seen to that. "We'd like to attract more young people," says Brenda Wood, the IAC's administrative secretary. There's a newly-formed education department and Mollie Butler, who teaches film and media studies at Benton Park School near Leeds, writes a column for children in the IAC magazine *Amateur Film Maker*. She has been involved in producing an IAC education pack that will be sent out soon to selected schools.

Amateur enthusiasms and educational interests converge increasingly at the bi-annual *Let's Make a Film Festival*, which has been sponsored by Co-operative Retail Services for the last 20 years. It gives encouragement awards (£20 for film stock; £10 for video) to all groups giving evidence of serious effort, and £25 screening awards to every film and video selected for the Festival. Last year's festival, which kicked off with a conference on

"Developing the Use of Film in Education", was the biggest event so far. "There's been a dramatic increase in the entries, largely because of video," says Mervyn Wilson, the festival's organizer at the Co-op. He observes an increasingly sophisticated use of film and video among the older entrants, both in content and technique.

The festival has expanded in several directions, drawing in more teachers and educationists from the media studies constituency and the British Film Institute, and bringing them together with people from the world of amateur cinematography like Tony Rose, editor of *Making Better Movies* and one of the festival's evaluators. One innovation last year was a regional event at Bristol's Watershed Media and Arts Centre, and four regional festivals are planned for 1988. In 1986, for the first time, there was a collaboration with the BBC's *ZigZag* programmes which ran their own animation festival.

Nineteen-eighty-eight will also bring the fruits of a sponsorship arrangement with the Biochemical Society, which is becoming increasingly involved in educational activities. An outline can be submitted to them by a school or educational group for a film or video on a topic related to life sciences; if this is acceptable the society will award a small start-up grant and a matching amount on completion. There will be additional merit awards for films selected for screening at the *Let's Make a Film Festival*. Commercial sponsorship is also en-

tering the arena. Last year saw the first national Focus-Multibroadcast Schools Video Awards, co-sponsored by Thorn EMI and ITC Consumer Products. Prizes here are substantial; the winners, Parr High School, St Helens, got video and audio equipment to the value of £3,000. For this year's competition 8,000 schools were circulated with information and 480 responded with storyboards. Out of these, 100 selected schools will be given a video kit and their productions will be judged on a regional basis in April-May, with national finals in the summer, leading to a number of awards. The winning group will also have the chance to visit the Censor-Elstree studios and see a film in production.

Newest on the scene are the First House "First Time" Awards, sponsored by First House Productions and the Birmingham Film and Television Festival. These are open to individuals and groups between the ages of eight and 18 in the West Midlands and the bordering counties of Hereford and Worcester, Shropshire, Staffordshire and Warwickshire. Entries, on video, should tackle "an imaginative treatment of aspects of youth", and the winners will receive a trophy and have the use of First House Productions' studios to research, write, shoot and edit a television programme with professional help. It's too late to enter this year's competition, but schools in that part of the country can add it to the list of future possibilities.

At Adwick School in Doncaster, Stewart Hibbert runs termly media courses for about 20 first-year sixth formers. The last five weeks of the course are spent planning a practical video project which is often recorded at weekends or during holidays.

The school's video equipment is limited to a camera, so Stewart has to bring in his own portable VHS recorder. Like the other groups they also use a separate microphone and headphones to record and monitor the sound effectively. Post-production work is done at a local commercial firm which hires them a VHS edit suite at cheap rates.

Their festival production *From the Heart* developed from a teaching project about a letter that is sent from one location to another. The students fleshed this out as they developed their storyboard about a lonely young man and an agony aunt. From Stewart Hibbert's point of view, the project was primarily about the most economic ways of making smooth transitions between the two characters in their separate locations, so that the cut between the two characters are barely noticeable. The students, however, put their own twist in the tale of the story and, in an instant, the genre switched from soap opera to horror movie.

Clearly none of these productions are simply technical exercises, for in each case the facilities available to the groups were always limited. Nevertheless, all four groups took an active interest in understanding and making the best use of the equipment that they had to hand. It is this that distinguishes them from the other Festival videos, which were less "articulate" because they failed to come to terms with the "grammar" of video technology.

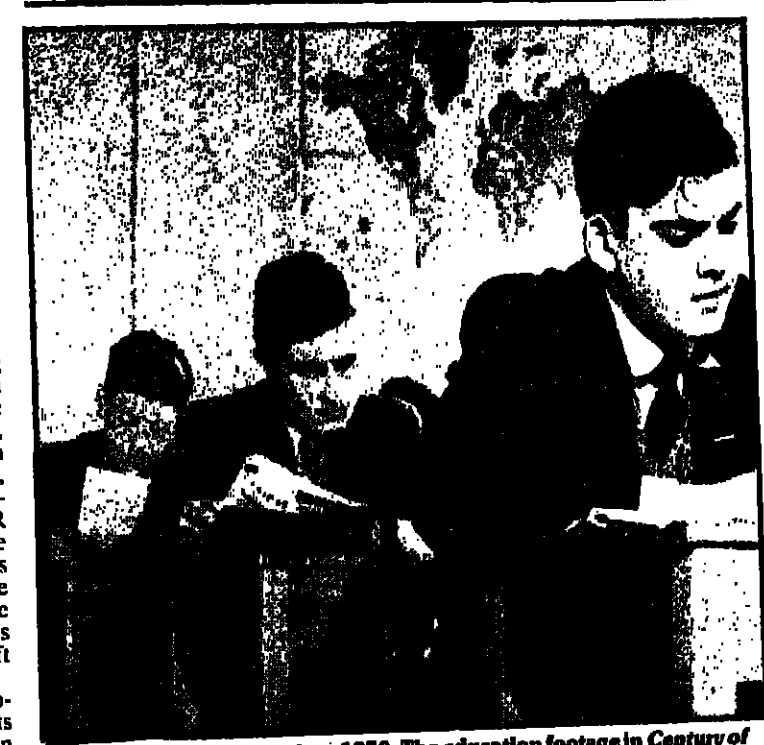
A tale of four years ago, the Kent Educational Television Centre produced an ambitious video documentary which showed that one of the best ways of appreciating Chaucer was to consider him as an early "performance poet". Again with the help of Dr Peter Brown (an English lecturer at the University of Kent), the Centre has now produced a fully-animated feature which explores the basic principles of pro-

'Neat crocodiles of obedient children' and other images from the past, preserved on video by SAFE

Rolling back the years

JACQUETTA MEGARRY

A Century of Change (61 min, 60 min)
Transportation Revolution in Scotland (36 min)
River Clyde from Source to Sea (45 min)
Women and Work 1900-1985 (55 min)
All titles £14 + VAT (VHS) or £45 + VAT (Umatic), includes permission to dub copies; double price for *A Century of Change*
Scottish Archive Film for Education, 24 Victoria Crescent Road, Glasgow G12 9UN.



Media education class, circa 1950. The education footage in *A Century of Change* should fascinate teachers and pupils alike

The Scottish Archive Film for Education (SAFE) project has pioneered an award-winning approach to preserving and distributing archival film on videocassette. With support from the Nampower Services Commission, Janet McBain, curator of the Scottish Film Archive, and Michael Leonard, SAFE's education officer, have produced a series of compilations on VCR that provide a rich and flexible image resource. The films are presented as made, as silent black-and-white movies sometimes with captions; more recent films add colour and sometimes sound tracks. These, too, are left undisturbed.

A Century of Change is a two-volume compilation with 56 extracts that defy summary. "Life in 1900" is an introductory section evoking work and leisure, people and places. Unforgettable images shot on St Kilda in 1923 suggest an almost medieval lifestyle. Also in this section we see the incredible density of fisher lassies gutting herring, women hauling back-breaking loads in the coal-mines and smiling, barefoot children walking the streets of Springburn.

The other four sections focus on political life, the impact of technology on work and leisure, and basic needs (housing, education, health and transport). Mr Leonard worked closely with the Scottish Education Department to match the contents of these compilations to the needs of teachers with classes aiming at the new Standard Grade history course.

Archival material arouses strong, sometimes conflicting, reactions in quick succession. Neat crocodiles of obedient and enthusiastic-looking children invite nostalgia for lost habits of obedience and one reflects on the impossibility of getting today's pupils to act out such respect for (or fear of?) their teachers. Then the contrast between housewifery, babycraft and science (plain and fancy) for girls and science and technical for boys reminds one how far we have come since the stereotyping of the went unquestioned even as recently as the Fifties.

The notice "Ringworm department special isolation classes", reproduced in its original lettering, and the shots of children's heads being shaved convey a sharp contrast with today's expectations of health care, while vast cauldrons of porridge being stirred at 7am at the Central Cooking Depot, and clothes being sorted at the clothing store are a far cry from contemporary assumptions about school meals and clothing allowances.

The education footage provides a rich resource for teacher education as well as for schools and colleges. The presentation allows the material to be used with audiences from primary school to adult, though this sometimes makes considerable demands on the teacher/tutor's expertise and effort in preparation and follow-up. These classes aiming at the new Standard Grade history course.

Transportation Revolution in Scotland was SAFE's first release, and one that should have a further market among train and tram enthusiasts of all ages. They will cherish the unique footage of George Bennie's extraordinary Railplane - a propeller-driven vehicle that ran along elevated tracks in the Thirties. It was designed to achieve speeds of 120mph. This amazing propeller-shaped vehicle is shown zooming its passengers (including Bennie himself) along with a steam train puffing beneath it. Its inclusion makes the important point that progress is seldom linear; this invention was decades ahead of its time and monorails may

The 20-minute programme follows the fortunes of a sixth-former who eventually finds her way through the streets of Canterbury to discover the Chaucer Language School. Here she joins a medieval English language class. Its teacher (Dr Brown), rewards his pupils for good work by giving them items of clothing ("Well done, have a wimple") and so his pupils gradually turn into the pilgrims. Not all are attentive students. The Wife of Bath studies male pin-ups under her desk lid while the Priorress is preoccupied with a fluffy toy dog. Our sixth-former is eventually dubbed "knight of the A level" in the cathedral.

Some of the acting (by local students) is, I am afraid, both embarrassing and embarrassing, but does not detract too much from the teaching points, nor does it prevent the tape from conveying a feeling that Chaucer is, after all, accessible and might even be fun. The accompanying notes include an admirably succinct summary of six basic rules of Chaucerian pronunciation. While individual English departments outside Kent might not feel it worth the money, advisers and central resource centres might well invest.

Women and Work consists of 29 extracts from advertising films, newsreels, drama, documentaries and educational films. Recent extracts include a study of Jenny Gilbertson's realistic film-making of the life and work of

yet prove to be a blind alley. There are excellent sequences of the strenuous and time-consuming business of servicing a steam locomotive; these could serve as an antidote to excessive romanticism over the steam era or as a powerful stimulus to nostalgia, depending on the audience and the interpretive treatment.

The current debate about the role of rail transport in city centres could be informed by the shots of mass movement of rugby crowds in Edinburgh, while the view of Glasgow from the railway bridge provides a sense of purposeful energy and economic expansion in the Empire's second city. Time-lapse photography of a tram being built, shot in an Edinburgh workshop in the Thirties, provides a model of clarity that puts much modern photography to shame.

River Clyde from Source to Sea is one of two parts; the first comprises a 1939 film (complete with commentary) about the importance of the Clyde and Clydeside industries. It invites comparison with the story such a film would tell if remade today. The second part, which is silent, has six thematic sections and could be used in geography, history, or social studies.

Shetland people, especially women, and a 1984 study of the perennial problems of women workers in the age of the microchip in Scotland and Malaysia.

In conjunction with the Scottish Curriculum Development Service, SAFE has also produced an *Industrial Society* compilation for the Contemporary Social Subjects Course module of that title. It is being used in secondary schools throughout Scotland, runs for around 60 minutes and also cost £14/£45 for VHS/Umatic.

Outside formal education, there are many uses for the SAFE material. Community and women's groups would clearly find it a rich resource for discussion, and its open-endedness is a major source of strength. Geriatric hospitals and support groups are using it for reminiscence therapy - triggering deeply-buried memories and stimulating conversation even from those who are withdrawn.

In addition to a wealth of fascinating content, the changing styles of treatment makes this an unparalleled resource for media studies. It is extraordinary how a shot of ugly rainwater in a sunbather's camera angles, optimistic music and enthusiastic commentaries ("glittering glass and concrete towers"). You'd almost believe in the benevolent propaganda were it not for the wisdom of hindsight.

The SAFE project represents a remarkable achievement. Its materials have great potential within both formal and informal education in the UK because they illuminate twentieth-century history and contemporary themes in a way that goes beyond the Scottishness of much of the material. My only criticism of the material is that the accompanying notes (five to 10 pages of stapled A4) are tantalizingly too brief, and tend to assume extensive local knowledge. Even a well-informed Glasgow teacher might be grateful for statistics showing how far confident predictions on motorway usage were realized on a falsified, for example. Substantial illustrated booklets would be a major advance in helping teachers, especially those from outside Scotland, to make the most of this priceless material.

But the SAFE methodology is also exportable. Working within modest resources and a short timescale, the project has in effect distributed access to unique and precious archive material to anyone with a video recorder. By resisting the temptation to dub interpretive commentaries and sound effects, the project has maintained authenticity of the original. At the British Film Institute, where McBain and Leonard jointly received the 1986 Paddy Whannel Award, a history teacher pointedly asked why something similar could not be done with BFI archive material. It's a good question.

After viewing *Beyond the Scare*, one is left with the feeling that, in many schools, the programme would not get off the ground without a great deal of hard work by committed individuals.

Scare tactics

Beyond the Scare
Video and 4 copies of teaching booklet
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Rolf Harris Video, 43 Drury Lane, London WC2.

About a year ago, there was an influx on to the market of educational video material relating to child sexual abuse. Most of it was American or Canadian, but there were a couple of homegrown versions, one of which was called *Kids Can Say No!* introduced by Rolf Harris. It was intended for use with 5-11-year-olds in a structured setting such as a primary school and was popular, judging by the numbers in which it sold. Research has since shown, however, that it was seen by more adults than the children for whom it was made. Why was this?

Teachers and other professionals were obviously having problems over how to raise the subject with children and how to handle the issues it might raise. Personal safety is just as important as road safety, but because it is an area fraught with problems, teachers need help in developing the necessary confidence to teach it effectively.

Knowing that many teachers wanted to get involved but didn't necessarily know how, Rolf Harris Video in association with the Tavistock Clinic has come up with this video-based programme to help schools tackle the problem.

The video is intended to be viewed and discussed by teachers during a series of in-service training sessions which have been prepared by a group leader. Areas dealt with include: facts about child sexual abuse; teaching the teachers; meeting the professionals; talking to parents; working with children; disclosure of abuse.

The teaching booklet is quite detailed and there is a good resource list for details of books, videos and other organizations that can help. The video itself is clear and easy to watch with the minimum of "experts" talking.

The success of such a programme in any primary school will I suspect, rest not only on the commitment and enthusiasm of the staff concerned, but on the person who actually runs the programme and trains the rest of the staff. The booklet mentions that the teacher/trainer in the video has been sent on a training course in personal safety techniques, but it is not made clear whether this is vital to the implementation of the programme. Kidscape does run such courses all over the country, but whether schools wishing to become involved could manage to send a member of staff to be trained as a trainer, is hard to say.

After viewing *Beyond the Scare*, one is left with the feeling that, in many schools, the programme would not get off the ground without a great deal of hard work by committed individuals.

LIZ SWINDEN

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EMISTRY to teach the subject in school to GCE 'A' level.

for this post. The ability to
in the Lower School would
e Scale.

school. The successful applicant is expected to assist with the teaching in the school. Candidates must be prepared to work on a full-time basis. Scale.

of a stamped, addressed for
District Education Officer, (C)
ayside, Bridgend, Mid Glam
OPPORTUNITIES EMPLOY

Director of Education

1947

staff and co-ordinates (teaching in the areas of English, or English teacher to join department.

We are looking for someone able to strike a balance between stimulating creativity and writing disciplines.

Salaries based on new minimum scales and scales.

IAPS Coeducational school all day and nights.

Apply in writing (giving names, addresses and telephone numbers) to two referees to: Mr and Mrs C. C. Windward, Woodard College, Washington, Dumbarton School, West Sussex, S14 4A.Y. 202418

Other Assistants

DEVON
WOLBOROUGH HILL
SCHOOL
Newtown Abbot
IAPS 180 boys
Apply for September

Adjunct to Senior School (40 pupils)
Woodard College is a school of the Woodard Corporation
GEORGIAN FRENCH
Acquired for September 1987
teach French to total fluency and speak French, throughout the school
English accommodation and facilities
attractive. Help with queries
advantageous.

Further details - apply writing to: The Master, Woodard College, 11 Wardle Heath, Sussex BN17 6JF
or telephone c.v. and immediate address of two referees (045490) 202418

History

Other Assistants

WERTKOPPSHIRE

date would be expected to consist of the major number of students and in the Burnham Scale Plus. Applications in writing to Mr. C. G. and Mrs. J. H. Wetherman at two telephone numbers of two residences.

The Roadmaster, Wetherman, will call you at his home, 8024-4, or at his office, 9515-5, or Devon TO12 1H1L.

EDMUNDSON
WATKINS JUNIOR SCHOOL.

Williamsburg to enter fully into the life of the community. Ability to coach was most important. He was married with full r.v. and names, addresses and telephone numbers of 2 persons to the headmaster. Mr. David Clark, 1001 E. 1st Avenue, Richmond 234 10X. 202424 106119

GLOUCESTERSHIRE
WILMINGTON

The choir is similar to a cathedral choir, but has no weekend duties.
For further particulars write to the Headmaster. 202424
(09052)

Geography

Other Assistants

KENT

HOLMEWOOD HOUSE
SCHOOL
London, W.14, Gunbridge

Allowance. D.E.S.
annuation.
Applications please
full c.v., photograph, or
phone numbers of t
feress, to the Head
(06478)

Other Assistants

| | | |
|---|---|--|
| 1987 teacher credential teach Dis- tinction in teaching able. | Knowledge of Geography to Common Entrance Scholarship level. Ability to coach boys' games w/ asset. Helmwood salary scale. Government Superannu- | Required for Sept teacher of Maths and ence to Common En- and Public School scholarship standard. A treat in games, mu- sical an advantage. Applications please |
|---|---|--|



**DEAN CLOSE JUNIOR SCHOOL
CHELTENHAM**

(IAPS 270 pupils Co-Educational Boarding
Day School)

Required for September 1987

MATHEMATICS TEACHER

Well qualified teachers are invited to apply for the above position which involves teaching Mathematics throughout the school O.E. and P.S.S. level.

Help with games coaching and normal boarding essential. Participation in extra curricular activities dependent upon teacher's talents.

Letters of application, together with the names, addresses and telephone numbers of 2 referees to the Headmaster, Dean Close Junior School, Hardy House, Lansdown, Cheltenham, Glos., GL51 8QS, telephone (02423) 51221, whom further details can be obtained.

PREPARATORY SCHOOLS

continued

SUFFOLK

Required in September 1987 or January 1988. Teacher of Mathematics to Common Entrance level. The successful applicant would be part of an experienced department of four teachers and would be expected to make a contribution outside the classroom. While any interest would be welcomed, an ability to do top hockey and/or having a particular interest in computers would be a great advantage.

Generous salary plus excellent accommodation in an area of outstanding natural beauty is available for a married or single teacher.

Further details from: The Headmaster, Orwell Park School, Norton, Ipswich, Suffolk IP10 0ES. (0555) 203424

SURREY

WEYBRIDGE WOODHILL SCHOOL Junior School for St. George's College

Boys, N.C.E., I.A.P.S. (Independent) REQUIRED for September 1987 to teach Mathematics to boys aged 10 and 11 years. This teacher will also be required to teach Games as a weekly activity to Year 5 (Commoners) would be a distinct advantage. Burnham, St. George's College, Weybridge, Surrey KT15 2QS. (0906) 203424

Apply in writing with C.V., naming two referees to the Headmaster, Weybridge Hill School, Weybridge, Surrey KT15 2QS. (0906) 203424

YOUNG TEACHER

required for September to teach French (ages 10-12) in boys' preparatory school. Post also entails teaching English to a form of 9 year olds, plus assisting with Sports (including Rugby Coaching) twice a week - weather permitting!

Ability to play guitar to help with the music in our Masses would be an added bonus.

Great atmosphere (usually!), smashing kids, mainly young colleagues, reasonable salary. Applicants must be qualified and able to converse in French, though previous teaching experience is not essential.

If you are interested and can actually cover all aspects of the post - as advertised - please write to

Tim W. Patton, Headmaster, St. Anthony's School, 90 Fitzjohn's Avenue, Hampstead, London NW3 6NX, enclosing curriculum vitae and the names, addresses and telephone numbers of two referees.

Please also include your own telephone number (if possible) when you apply.

Modern Languages

HEADS OF DEPARTMENT

BERKSHIRE

ST. PIRAN'S (IAPB) (30 boarders, 135 Day Boys)

HEAD OF FRENCH

Required for September 1987. An enthusiastic, well-organised teacher is required to run this department.

A strong contribution to the extra curricular games side of school life would be needed.

Apply with curriculum vitae and two references to the Headmaster, from whom further details are available. St. Piran's, Maidenhead, Berkshire SL6 7LZ. Tel: (0628 27314) 203618

SURREY

ST. EDMUND'S SCHOOL, Hinden, Surrey GU26 6BH (I.A.P.S. Boarding and Day 170 Boys)

Required for September 1987 a qualified teacher to teach French up to C.E.E. and possibly P.S.S. standard. The applicant must be prepared to be involved enthusiastically in boarding and extra-curricular activities. Attractive new salary scale. Please apply with full C.V. and two references to the Headmaster. (06559) 203618

Apply in writing with C.V., naming two referees to the Headmaster, Weybridge Hill School, Weybridge, Surrey KT15 2QS. (0906) 203424

Other Assistants

LONDON NW7

BELMONT (MILL HILL JUNIOR SCHOOL)

Required in September 1987 to take charge of MUSIC in the Junior School (boys 9 to 10) and to contribute to music teaching in the 5th or School (boys 10 to 11).

Junior School staff are Form Masters and normally teach English and Mathematics to their own Forms, plus specialist teaching.

Salary: Burnham, according to experience, LGS Supplement.

Written applications plus C.V. to the Headmaster, Moorland Road, Leeds, W. Yorks. LS6 1AN, as appropriate. Tel: (0532) 433477. (08104) 203824

WEST SUSSEX

A MODERN LINGUIST TO teach French to 8 - 11 year old boys and girls required for September 1987. Duties include: to teach French to 8 - 11 year olds, to take full part in out-of-school activities.

Apply in writing enclosing curriculum vitae, together with the names, addresses and telephone numbers of two referees to: Mr. M. Rogers, Headmaster, Cottermore School, Buxton Hill, Crawley, West Sussex RH11 9AU. (09512) 203624

Apply in writing with C.V., naming two referees to the Headmaster, Weybridge Hill School, Weybridge, Surrey KT15 2QS. (0906) 203424

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LEEDS

LEEDS GRAMMAR SCHOOL

JUNIOR SCHOOL

QUALIFIED TEACHER required for September 1987 to take charge of MUSIC in the Junior School (boys 9 to 10) and to contribute to music teaching in the 5th or School (boys 10 to 11).

Junior School staff are Form Masters and normally teach English and Mathematics to their own Forms, plus specialist teaching.

Salary: Burnham, according to experience, LGS Supplement.

Written applications plus C.V. to the Headmaster, Moorland Road, Leeds, W. Yorks. LS6 1AN, as appropriate. Tel: (0532) 433477. (08104) 203824

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Religious Education

Other Assistants

CO DURHAM

HURWORTH HOUSE SCHOOL

Required in September 1987 for a permanent post, a qualified RE teacher to take charge of the RE department in the Junior School. The post is SINGLE, RESIDENTIAL and involves duties as a supervisor to a small group of boarders. Ideally the candidate will have an interest in recreational work and sports, particularly swimming.

Musea plus up to write for interview to: The Headmaster, Hurworth House School, Hurworth on Tyne, Darlington. Tel: (0377) 20643. 204424

Apply in writing with C.V., naming two referees to the Headmaster, Weybridge Hill School, Weybridge, Surrey KT15 2QS. (0906) 203424

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Other than by Subject Classification

Heads of Department

ISLE OF MAN

THE BUCHANAN SCHOOL, Castletown, Isle of Man

Required for September 1987 a qualified teacher to take charge of the RE department in the Junior School. The post is SINGLE, RESIDENTIAL and involves duties as a supervisor to a small group of boarders. Ideally the candidate will have an interest in recreational work and sports, particularly swimming.

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Apply in writing with C.V., naming two referees to the Headmaster, Weybridge Hill School, Weybridge, Surrey KT

County of Cleveland
An equal opportunities employer



LONGLANDS COLLEGE of Further Education

Applicants are invited from suitably qualified candidates for the following posts:-

Lecturer II in Materials Technology and Associated Subjects
to assist in the development of courses for Metallurgy, Physics and/or Mathematics.

LECTURER I in Computer Studies

LECTURER I in Industrial Robotics, CNC, CAD or Industrial Hydraulics
to teach and assist in the development of courses particularly Plant Maintenance Practice and Theory.

LECTURER I in Industry and Community First Aid
candidate should have a thorough knowledge of the requirements of the Health & Safety Executive with respect to first aid statutory provision and be accredited by them to teach on approved courses.

LECTURER I in Audio Visual Studies
to teach GCE 'O' and 'A' levels as well as CGL 744 Certificate in General Photography, Audio-Visual Technology to BTEC National Diploma and other specialist courses.

SALARY: Lecturer II £8,595 - £13,656
Lecturer I £6,843 - £11,865

Applications forms and further details are available from the Principal's Secretary, Longlands College of Further Education, Douglas Street, Middlesbrough, Cleveland, TS4 2JW, to whom completed application forms should be returned within 14 days of the appearance of this advertisement.

(16481)

Selby College

Senior Lecturer

Required from September, 1987, a well qualified and experienced person to act as Deputy Head of Department, Business & Communication Studies and to be responsible for co-ordinating learning resources and staff development across this tertiary college now in its third year of operation.

Further details and application form available from the Principal, Selby College, Abbots Road, Selby, YO8 8AT, to whom completed applications should be returned by first post on Monday, 27th April, 1987.

NORTH YORKSHIRE COUNTY COUNCIL

**HUMBERSIDE COUNTY COUNCIL
NORTH LINDSEY COLLEGE OF TECHNOLOGY**
Kingsway Scunthorpe South Humberside

Requires for 1 September 1987:-

LECTURER II - CARING AND SOCIAL WORK

To be Deputy Section Leader and teach on a wide range of courses in the caring and social work field.

LECTURER II - OFFICE DUTIES

To be a course director in the Office Studies section with responsibility for Reception, BTEC First Award (Secretary Office) and MSC sponsored courses.

LECTURER I - INFORMATION TECHNOLOGY

To teach computer literacy/information technology on a range of courses.

LECTURER I - BUSINESS STUDIES

Applicants must have an ability to teach business administration, economics and accounts on integrated programmes of study covering a range of courses within the section.

LECTURER I - SOCIOLOGY & GENERAL EDUCATION STUDIES

To teach sociology to a wide range of courses and at least one other subject to GCSE level. The successful candidate will also participate in teaching general studies and/or communications.

Closing date for applications: 16 April 1987

Salary Scale Burnham FE LI £8695 - £13666

LI £8843 - £11865

Pay award pending

Further details and application forms from the Principal (s.e. please) at the above address.

Lecturer I Information Technology

Required as soon as possible to teach applications of Micro-computers to Business students at up to National Diploma level.

Further details and application forms obtainable from the Principal's Secretary, East Herts College, Turnford, Broxbourne EN10 6AF - 0992-466451, to whom they should be returned by Friday 10 April.

(16405)

EAST HERTS COLLEGE
TURNFORD, BROXBORNE
Tel. Hoddeston 466451



(16405)

DEPARTMENT OF EDUCATION

Three Senior Lecturers (3 Posts)

The College is seeking to appoint three Senior Lecturers to the Department of Education. The candidates must be graduates and appropriately qualified and experienced in their subject areas. Possession of a good Honours degree and a higher degree will be an advantage. All posts are effective from 1st September, 1987.

1) One post in Business Education
Candidates must be able to provide leadership and make a significant contribution to the teaching and development of Business Studies Programmes for Initial Teacher Education and In-Service Education.

2) Two posts in Primary Education
For both posts the College is seeking to appoint experienced candidates who can make a major contribution to the professional education of intending and serving Primary School teachers. The areas of need are Creative and Performing Arts; Physical Education; Education Psychology; Languages and Reading Development. Candidates qualifications and professional experience must relate to at least one of these areas.

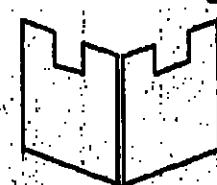
Application forms and further details may be obtained from The Assistant Director (Staffing), Crew+Alsager College of Higher Education, Alsager, Stoke-on-Trent, ST7 2HL (Telephone No. Alsager (093 63) 3231).

The closing date for applications is Friday, 24th April, 1987.

(16468)

Crew+Alsager College
of Higher Education

NEW COLLEGE DURHAM
An Institute of Further and Higher Education



SENIOR LECTURER IN MATHEMATICAL EDUCATION

Applications are invited from suitably qualified teachers for this important I.N.S.E.T. post. The post will take effect from 1st September 1987. Salary will be within the range £12,615 - £14,820 (bar - £15,873).

Further particulars and application forms are available from:

The Principal,
New College Durham,
Framwellgate Moor Centre,
DURHAM,
DH1 5ES

(Telephone Durham (0345) 62421)

and should be returned by Friday 10th April, 1987.

(16468)

COLLEGES OF FURTHER EDUCATION

continued

HAMPSHIRE
COUNTY COUNCIL
BASINGSTOKE TECHNICAL

CATERING, HEALTH & SCIENCE DEPARTMENT

Lecturer I to teach full time BTEC Hotel Catering Institute Operational, General Catering and other Catering courses as appropriate, for September 1987.

Salary Scale: £6,843 - £11,865

We pursue a policy of equality of opportunity. Applications particularly welcome from people with disabilities.

Application forms and further information may be obtained from The Registrar, Basingstoke Technical College, Westing Road, Basingstoke RG24 1JL. Tel: 01256 41411. (06989) 220026

HILLINGDON
LONDON BOROUGH OF

UXBRIDGE TECHNICAL COLLEGE
Park Road, Uxbridge, Middlesex

Principal: Mr. T. Mannings

Required for September 1987, two lecturers (Grade II) to share responsibility for the development of link courses and full time provision for students with special educational needs. The staff will work closely with students who have moderate or severe learning difficulties, and with others from special schools. Applicants with relevant experience, and with energy and enthusiasm, are sought to contribute to this new initiative.

Application forms and further details of these posts may be obtained from The Principal, Uxbridge Technical College, Park Road, Uxbridge, Middlesex. The closing date for receipt of completed application forms is Friday 10 April 1987.

Outer London Allowance Payable. (06241) 220026

LIVERPOOL
EDUCATION DEPARTMENT
CITY COLLEGE

Myrtle Street, Liverpool L1 7DN

LECTURER GRADE 2

Pattern cutting for uniforms. Candidates should be experienced in the use of a sewing machine and have a good knowledge of the principles of pattern cutting. The successful candidate will have substantial industrial and teaching experience.

Further particulars from the Principal (tel 0692 5861), to whom completed applications should be returned within 14 days of the appearance of this advertisement.

Liverpool City Council is an Equal Opportunity Employer and welcomes applications from people of all ethnic origins, race, sex, marital status or disability. (069257) 220026

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LIVERPOOL
EDUCATION DEPARTMENT
CITY COLLEGE

Myrtle Street, Liverpool L1 7DN

COLLEGES OF FURTHER EDUCATION

continued

KIRKLEES
METROPOLITAN COUNCIL
EDUCATION DEPARTMENT
TECHNICAL SERVICES
TECHNICAL & ART COLLEGE
LIVERPOOL

ELECTRICAL/ELECTRONIC ENGINEERING

Post Ref: E/1/87

(Addition to the existing staff of 12,000)

Required for September 1987, a Lecturer I to teach full time BTEC National Certificate in Electrical/Electronic Engineering. The successful candidate will have a minimum of 5 years' experience in the industry and a minimum of 2 years' experience in teaching. The successful candidate will be responsible for the development of the course and for the supervision of the students. The successful candidate will be responsible for the development of the course and for the supervision of the students. The successful candidate will be responsible for the development of the course and for the supervision of the students.

Further details and application forms may be obtained from the Principal, Kirklees Metropolitan Council, Education Department, Technical Services, Technical & Art College, Liverpool, L69 3GB. Tel: 0151 5270 69133. Closing date: 10.4.87. (06401) 220026

HILLINGDON
LONDON BOROUGH OF

UXBRIDGE TECHNICAL COLLEGE
Park Road, Uxbridge, Middlesex

Principal: Mr. T. Mannings

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Outer London Allowance Payable. (06241) 220026

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LIVERPOOL
EDUCATION DEPARTMENT
CITY COLLEGE

Myrtle Street, Liverpool L1 7DN

LECTURER GRADE 2

Assessment Centres

ISLE OF MAN
BOARD OF EDUCATION
PRESCHOOL
ASSESSMENT CENTRE
Pulrose Youth and Community Centre
Required for September 1987.

Applications are invited from suitably qualified and experienced teachers for the post of Teacher in Charge of the Preschool Assessment Centre, Scale 2 (S).
Further details may be obtained from the Director of Education, Education Office, 2nd Floor, 200, Douglas, Tel: 0624 20662. Applications should be returned by 14th April 1987. 480000 (06500)

Youth and Community Service

CAMBRIDGESHIRE

EMPLOYMENT OPPORTUNITY
PITNEY WOODS
COMMUNITY SCHOOL
Pitney Woods, Bedfordshire, Tel: 0455 26675. Principal Mr. J. L. Gribble, J.A. M.S. Pitney Woods Community School, Bedfordshire, is committed to the promotion of community education. The development of community education is a priority for the school. Required for September 1987.

Community Education Tutor - Bedfordshire. An energetic and enthusiastic person to join a Community Education team, with particular responsibility for work with young people. This new position arises from a development plan resulting from the Community Education Review. The position offers an excellent opportunity to make a contribution to the development of the Bedfordshire Area of Further Education. Further details and an application form available from the Principal at the above address (S.A.E.). Closing date for receipt of applications 24th April 1987. (09138) 440000

BRISTOL

HARTCLIFFE BOYS' CLUB
Hartcliffe Avenue, Hartcliffe, Bristol
Senior Youth Worker
Required for this Boys' Club in South Bristol.

Staffing at present consists of Senior Youth Worker, Part-time and Voluntary Youth Workers.
Club premises are extensive and well equipped with a large floodlit play area adjoining.
The Club has been established on this site for over thirty years and is affiliated to the Avon and Bristol Federation of Boys' Clubs and the National Association of Boys' Clubs.

This is a challenging opportunity for an experienced and energetic worker who will be encouraged to develop an activity oriented programme.
J.N.C. Salary and Conditions.
Qualified Scale 4 point 1-5.

Further details and forms from the Secretary, Avon and Bristol Federation of Boys' Clubs, Clarke House, 11, St. Augustine's, Bristol BS1 5AJ (0853) 440000 (06137).

DURHAM
CITY COUNCIL
YOUTH AND COMMUNITY SERVICE
MANAGER LARCHFIELD
EDUCATION OFFICER OF
EDINBURGH AWARD
Specially qualified persons are invited to apply for the above post to be based at Larchfield Sports Centre, Darlington, Co. Durham. The position offers an excellent opportunity to make a contribution to the development of the Western Area of Further Education. Further details and an application form available from the Principal at the above address (S.A.E.). Closing date for receipt of applications 24th April 1987. (09138) 440000

GRAMPIAN REGIONAL COUNCIL COMMUNITY EDUCATION WORKER

Applications for this post at Donohoe Academy must be suitably qualified with a minimum of 3 years' experience in Youth and Community Work or Adult Education and relevant full-time experience.

Salary Scale £8,640 - £11,271 (plus payment for irregular hours and weekend working).
Application forms and further details from Director of Education Services, Woodville House, Aberdeen AB9 2LU. Closing date for applications: April 10, 1987. Ref: 236/RTTES. (06348) 440000

This is a challenging opportunity for an experienced and energetic worker who will be encouraged to develop an activity oriented programme.
J.N.C. Salary and Conditions.
Qualified Scale 4 point 1-5.

Further details and forms from the Secretary, Avon and Bristol Federation of Boys' Clubs, Clarke House, 11, St. Augustine's, Bristol BS1 5AJ (0853) 440000 (06137).

DURHAM
CITY COUNCIL
YOUTH AND COMMUNITY SERVICE
MANAGER LARCHFIELD
EDUCATION OFFICER OF
EDINBURGH AWARD
Specially qualified persons are invited to apply for the above post to be based at Larchfield Sports Centre, Darlington, Co. Durham. The position offers an excellent opportunity to make a contribution to the development of the Western Area of Further Education. Further details and an application form available from the Principal at the above address (S.A.E.). Closing date for receipt of applications 24th April 1987. (09138) 440000

HAMPSHIRE
CRESTWOOD SCHOOL
SPECIAL EDUCATION
COMMUNITY WARDEN
Salary - Burnham F.E. Mod 1.
NJC Conditions of Service.
Applications are invited from experienced and suitably qualified applicants for this important post in a purpose built community school from 1st September 1987. The appointee will be responsible for the Headteacher of the school for the organization, promotion, supervision of the Centre for youth and community leisure, and sporting activities, together with adult education.
Application forms and further details from the Headteacher on receipt of a completed stamped addressed envelope. Closing date for applications 10th April 1987.
The Centre Group follows a policy of equality of opportunity. Applications particularly welcome from people with disabilities. 440000 (06557)

NATIONAL ASSOCIATION OF BOYS' CLUBS

PHYSICAL ACTIVITIES OFFICER

The National Association of Boys' Clubs wishes to appoint a PHYSICAL ACTIVITIES OFFICER to be responsible for a wide ranging programme of sport and adventure activities.
The successful applicant is likely to be between 30 and 40 years of age and have background experience and a sound knowledge of sport and recreation. It is equally important to have experience in administration and organisation and to have good communication skills.
A car is provided, the position is pensionable, salary dependent on qualifications, but not below £12,000 per annum.

Application form and further details are available from the National Association of Boys' Clubs, 24 Highbury Grove, London N5 2EA. These should be returned by Tuesday 14th April 1987. 440000 (06557)

LANCASHIRE

The Octagon Theatre Ltd. wishes to appoint a Youth and Community Liaison Officer.
The Officer will work with the Octagon Theatre and Youth Groups to promote the use of all theatre facilities, particularly the new Studio Theatre.
For full details and application form please telephone 0524 440000 between 10.00 am. and 4.00 p.m.

The Octagon is an Equal Opportunity Employer. (05273) 440000

NORFOLK COUNTY COUNCIL EDUCATION DEPARTMENT

NORFOLK YOUTH AND COMMUNITY SERVICE

Area Youth and Community Officer based at North Walsham. Salary £14,175.
Commencement date 1 January 1987.

The Officer will be a senior member of the County's Youth and Community Service, responsible for the efficient and effective delivery of Youth and Community Service in all its aspects within an area.
Application forms and further details on receipt of a.s.e. from County Education Officer, Room 5, County Hall, Marne Lane, Norwich NR1 2DL to be returned by 10th April 1987. 440000 (0653)

WARWICKSHIRE COUNTY COUNCIL YOUTH SERVICE

YOUTH WORKER - WARWICK YOUTH CENTRE

JNC Range 3, Points 1-5, currently £9,054 - £10,128.
Applications are invited from suitably qualified and experienced young people for the above post, to be based in the County town of Warwick.

The appointment is to the County Youth Service; the person appointed will join an area team of workers headed by the Area Youth Officer.
Warwick Youth Centre offers a wide range of youth activities, including provision for handicapped young people, sports work and an Open Ward Centre for Duke of Edinburgh Award Scheme. Community groups are extensive users of the building. Close liaison with the County Youth Service is also being developed.

This post has recently been reviewed as part of a County Youth Service and the vacancy is due to the promotion within the service of the present worker.
The successful applicant will be joining an expanding service and will receive a high level of supervision and training in these exciting developments.
Application form and further details from the County Education Officer, Room 5, County Hall, 24 Highbury Grove, Warwick CV34 4JL. Tel: 0945 68341. Ext: 981 or 982. These should be returned by Tuesday 14th April 1987 for an informal discussion.
Closing date 10th April 1987.

WARWICKSHIRE IS AN EQUAL OPPORTUNITY EMPLOYER.

440000 (06011)

OXFORDSHIRE COUNTY COUNCIL COMMUNITY EDUCATION TUTOR

Salary JNC III (4-8).
A suitably qualified and experienced person is required to join the community education team in the Thompson Report of the County Council. The successful candidate will have a strong link with the school and will work in the community to develop the adult education service in the town.
Oxfordshire is an equal opportunity employer.
For further information and application form please write or ring the Education Officer, 35, Mill Street, Oxford OX1 2AB. Tel: 01865 2356. Please enclose large S.A.E. to be returned by 14th April 1987.

An Equal Opportunity Employer. (06338) 440000

OXFORDSHIRE COUNTY COUNCIL COMMUNITY EDUCATION TUTOR

Salary JNC Scale 3, 4-8.
This exciting and challenging post carries responsibility for the Youth Centre in rapidly expanding Thame. In addition the worker will have a role outside of the club including the support and development of youth work in the surrounding villages.
We are looking for a suitably qualified person who is committed to expanding and developing youth work relevant to today's young people.
Application forms and further details are available from the Education Officer, 35, Mill Street, Oxford OX1 2AB. Tel: 01865 2356. Please enclose large S.A.E. to be returned by 14th April 1987.

An Equal Opportunity Employer. (06338) 440000

SHROPSHIRE COUNTY COUNCIL YOUTH SERVICE

Re-Advertisement

Applications invited from suitably qualified and experienced young people to research needs and develop work with young people at:
PARADISE YOUTH CLUB, MADELEY, Telford.

The person appointed will work in the South Shropshire Team.
INSTEP approved Staff Development Policy.
Salary JNC Range 3, Points 1-5, currently £9,054 - £10,128 for approved additional qualifications.
Further details, job description and application form from County Education Officer, 67-69, High Street, Shrewsbury, Shropshire SY1 1AA. Tel: 0743 824406. Closing date: 8th April 1987.

An Equal Opportunity Employer. (06144) 440000

GOVERNMENT OF BERMUDA

Ministry of Education

Applications are invited from certified teachers and University Graduates who hold a recognised teaching qualification for appointment as September, 1987. Preference will be given to single applicants.
PRIMARY
Reading Resource Teachers
Special Programme Teachers
SECONDARY
Reading Resource Teachers
Home Economics/Needlework & Cookery
Workshop/Technical Drawing
Special Programme Teacher
Geography
Biology/Mathematics to "O" Level
Physics
Instrumental Music
Biology/Chemistry to "O" Level
Workshop/Technical Drawing
Computer Education/Mathematics
SPECIAL SCHOOLS
Teacher of the Physically Handicapped
Teacher of the Hearing Impaired
Special Arts Teacher
Industrial Education Classroom Teacher
CONDITIONS OF SERVICE
Salaries: BD\$21,922 to BD\$30,178 per annum depending on qualifications and experience. BDS at par with U.S.S.
Baggage Allowance: Some assistance is provided for personal baggage.
Contract: Three years in the first instance.
Passage: Air passage to and from Bermuda. Paid return leave passage between engagements.
Government Health Scheme: Medical and Surgical benefits.
Applications by airmail no later than 3rd April, 1987 to:
Senior Education Officer
Administration and Personnel
Ministry of Education
PO Box 1108
Hamilton B Bermuda

Providing a full curriculum vitae, including full name, date of birth, full address and telephone number, marital status and dependents, nationality, passport, college(s) attended, degree work and professional training with dates of qualification, teaching experience, two testimonials and the names of two persons who will be willing to provide confidential (professional) references. (14036)

MINISTRY OF DEFENCE

BRITISH FORCES GERMANY YOUTH SERVICE

Youth Worker
The Ministry of Defence invites applications from professionally qualified and experienced Youth and Community Workers for the post of Youth Worker at Wiesbaden, West Germany. The successful candidate will form part of a 10 strong professional team within the 4 Armoured Division area. The club has a membership of 200 soldiers and juniors, voluntary helpers and a supportive management. It is hoped to make an appointment as soon as possible after 1 June 1987.

2.3 SALARY will be in accordance with JNC Range 3, Points 1-5 (currently £9,054 - £10,128) plus London Allowance of £110 p.a. FOREIGN SERVICE ALLOWANCE tax free allowance is payable. SUPERANNUATION the post is supernumerary under the Teachers Superannuation Scheme. ACCOMMODATION will be provided rent free. DURATION OF ENGAGEMENT initially 12 months, renewable by mutual consent.
The Civil Service is an equal opportunities employer.
Requests for an application form and further details should be made to:
CHP 143
Room 205, St Christopher House
Southwick Street
London SE1 0TD
or by telephone on 01-921 2117.
The closing date for return of completed application forms is 16 April 1987. (14036)

MINISTRY OF DEFENCE

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An Equal Opportunity Employer. (06144) 440000

INTERNATIONAL HOUSE

I.H. - affiliated schools overseas (particularly in Spain, Portugal and Italy) are teaching E.F.L. to increasing numbers of children (8-10 years) and young adolescents.
Teaching-vacancies will occur from September 1987 in the schools listed below. Applications are invited from teachers with primary, middle and/or secondary experience and with P.R.E.L. qualifications (RSA Prep, RSA Dip, PGCE in T.E.F.L.). Previous T.E.F.L. experience would be an advantage.

Spain
Bilbao Cordoba Gerona Huelva Mataro
Rous Sabadell San Sebastian Tenerife
Terrassa
Portugal
Aveiro Braga Coimbra Viseu
Italy
Arezzo Soriano Turin
Casablanca

A number of schools will be also offering posts as co-ordinators of children's courses to suitable applicants.
Applications with C.V.s to:
Teacher Selection Department
International House
10, Grosvenor Gardens
London W1V 2PL
(14036)

OVERSEAS APPOINTMENTS

Posts Overseas

Key English Language Teaching Scheme

The KELT Scheme is part of Britain's Aid Programme to developing countries

Sri Lanka

Adviser in Testing (ELT) Curriculum Development Centre Colombo

Duties: The Adviser will be responsible for setting up, running, monitoring and evaluating the new GCE 'O' level English examination (December 1988 model); overseeing and running the National Certificate in English (NCE) from the basis established by the present postholder; and developing an item bank; staff development, related to running the above examinations and for local and regional centres.

Qualifications: candidates must have a first degree, a PGCE and/or RSA Dip TEFEL and MA in Applied Linguistics or Educational Evaluation; qualifications in testing, evaluation or statistics would be an advantage.
A minimum of 6 years' overseas experience and proven experience (preferably full-time) in ELT testing are required; experience of the developing world also an advantage.
Salary: £12,268-£17,093 p.a.
Allowances: nil-£671 p.a. depending on salary level and marital status.
Date of appointment: June 1987 or as soon as possible thereafter.
Contract: for 2 years initially with the British Council.
Closing date for applications: 13 April 1987.
Reference: 86 K 152 T

Sudan

ELT Adviser, In-service Educational Training Institute, Khartoum

Duties: in-service training of Sudanese teacher trainers; materials revision; setting and marking examinations; counselling and demonstration for tutors and teacher trainers in regional Institutes, including organisation of micro-teaching; liaison with other teacher training institutions both in Khartoum and in regions; liaison with regional educational authorities and inspectorate; counselling and integration of British VSO assistant teacher trainers in regions. These duties will involve a large amount of travelling under arduous conditions.

Qualifications: candidates must be UK citizens with a British educational background. They must have an MA in Applied Linguistics/TEFL, and at least five years' relevant experience involving teacher training and materials production in developing countries. Experience of Arab/Muslim countries is desirable, as are typing and Land Rover maintenance skills.
Salary: £11,898-£14,962 p.a. free of UK income tax.
Overseas allowances: £1,550-£5,108 depending on salary and marital status.
Starting date: July 1987.
Closing date for applications: 10 April 1987.
Reference: 86 K 157 T

Benefits for the above posts: salary free of UK income tax; free family passages; children's education allowances and holiday visits; free furnished accommodation; outfit allowance; baggage allowance; medical scheme; employer's contribution to a recognised superannuation scheme or an allowance of 11% of salary in lieu.

For further details and an application form, please write, quoting the post reference number, to: Overseas Educational Appointments Department, The British Council, 68 Davies Street, London W1V 2AA.

The British Council
Join the human race.
Charity no. 313757. (14036)

MINISTRY OF DEFENCE

Service Children's Education Authority
Vacancies for Primary Teachers
September 1987

PI Teacher in Charge of Special Educational Unit - Berlin-Scale 2 (S)

A mature, well qualified teacher with good primary teaching experience is required to work with small groups of children aged 4 1/2 to 9 years who have a variety of Special Educational Needs. The teacher appointed will be expected to prepare individual and detailed programmes of work in consultation with the Educational Psychologist and Speech Therapist department where appropriate.

General Posts of Responsibility at Scale 2
Applications are also invited from qualified and experienced teachers to fill a number of PRIMARY posts in specific areas of the curriculum.

P2 Language Development
P3 Maths and Computing
P4 Art and Craft
P5 Music and Drama
P6 Integrated Studies/Topic Work
P7 Environmental Science
P8 Science and CDT
P9 Children with Special Educational Needs

SCEA also requires age group coordinators at both INFANT and JUNIOR levels.

The majority of appointments will be made to schools in West Germany with a limited number of posts in Cyprus, Gibraltar and Cote d'Ivoire. Further details on teaching posts, conditions of service, allowances and accommodation will be supplied on application.
SCEA primary schools are very well equipped, generously staffed, and designed in every way to reflect the best of contemporary UK practice. An advisory service and excellent programme of in-service training ensures that the SCEA teacher remains professionally up-to-date and fully in touch with developments in the UK.

All applicants should be resident in the United Kingdom, where they have recently gained at least two years' teaching experience in a similar post to that for which they are applying. They must be under 47 years of age at the start of an engagement.

The Civil Service is an equal opportunities employer.
Requests for application forms and further details should be made in writing to:

Service Children's Education, Authority 2a,
MOD2274,
HQ DAFS,
Court Road,
Eltham,
London SE9 5NL
(Tel 01-859 2112 Ext 204/214)

The closing date for completed application forms is Friday 10 April 1987. (14075)



Teachers of English, Maths, Science, Commerce, Home Economics & Special Education

What a job we have finding you!

Skills taken for granted in this country are vital to members of poorer Third World communities.

In a world which by and large does nothing about poverty and injustice (let alone hunger), VSO volunteers work directly with those seeking to become more self-reliant.

No one can change the world. But as a VSO volunteer, you could make a world of difference.

Each year VSO receives more requests than it can meet for teachers of English, Maths, Science, Commerce, Home Economics and Special Education. Though a professional teaching qualification at the primary or secondary level is usually required, graduates (particularly in English, Modern Languages, Maths and the Physical Sciences), can be considered.

You should be without dependents and willing to work for the local rate of pay. Postings are for two years - although many choose to stay longer - and most U.K. employers should be prepared to grant leave of absence.

For more information please complete and return.

I'm interested I have the following training/experience

Name _____
Address _____

(24p S.A.E. appreciated)
Post to:
Enquiries Unit,
Voluntary Service Overseas,
9 Belgrave Square,
London SW1X 8PW.

VSO
Join the human race.
Charity no. 313757. (14075)

EDUCATION DEPARTMENT
HOME OFFICE PRISON DEPARTMENT
HM PRISON ADLINGTONAPPOINTMENT OF
Lecturer Grade I in
Adult Basic Education

Applications are invited from suitably qualified and experienced persons for the post of Lecturer Grade I in Adult Basic Education to teach Literacy, Numeracy and Communication Skills to mature students. The post is available from September 1987 or sooner. Salary on Lecturer Grade I: £8,843 - £11,865.

Further details and application forms can be obtained from the Education Officer, HM Prison Adlington, Ashford, Kent TN25 7BQ (Tel. 023 - 372436 Ext. 39).
Completed application forms should be returned by Monday, 13th April 1987. (16374)

KENT COUNTY COUNCIL

SURREY COUNTY COUNCIL

GUILDFORD ADULT EDUCATION INSTITUTE
Joint Head of Centre and Tutor/Organiser
for Commerce/Computer Department and Examinations Secretary.

Lecturer Grade II Salary Scale £8,865 - £13,866 plus £282 London Fringe Allowance.
Required 1 September 1987. Applications are invited from suitably qualified teachers with proven experience in commerce and computing, good organisational ability and a background knowledge of centre management and Adult Education. Generous relocation expenses in approved cases. Temporary housing may be available.

Application forms and further details can be obtained from the Principal, Sydenham Rd, Guildford, Surrey GU1 3RX. Tel: Guildford 60878. Closing date 10 April 1987. (16482)

Youth and Community
Neighbourhood Worker

£9,338-£10,404

Required at Pinkneys Green Youth and Community Centre, Maidenhead, to be responsible for the supervision of the centre and to work with local adults, community groups and young people in the 14-21 age range, to establish community needs and to plan and implement programmes to meet those needs.

Candidates should have drive and initiative and be able to work in structured and unstructured settings, considerable organisational and administrative skills, together with a clear and positive commitment to the needs of adolescent young people. Applicants must be qualified Youth and Community Workers or teachers with youth work experience.

Comprehensive in-service training and personal supervision. Removal expenses in approved cases. For informal discussion, telephone John Davidson, District Youth and Community Officer on Maidenhead 25202.

Application form and job specification from Director of Education (YCSD) Shire Hall, Shindfield Park, Reading RG2 9XE. (S.A.E. PLEASE)

Closing date 13th April 1987.

Royal County of Berkshire

HAMPSHIRE
NORTH EAST HAMPSHIRE INSTITUTE
Community Continuing Education Co-ordinator
for ethnic minority groups.

An experienced community worker is required from September 1987, to co-ordinate the curriculum development initiatives in post school education, working with ethnic minority groups.
Burnham Head of Department 2.
Closing date for application: Friday 17th April.

Further details and application form from the Principal, Link House, Queens Road, Farnborough, Hants. Farnborough 440044

We pursue a policy of equality of opportunity. Applications particularly welcome from people with disabilities. (14036)

EDUCATION DEPARTMENT

Powis Young Unemployed Project
Aberdeen

PROJECT WORKER

Independent Urban Aid Project is seeking a youth worker to work with young people (15-25); will also have specific responsibility for school-leavers.

One aim of our work is to support young people in organising their own resources and applications are invited from people with proven ability and experience in working towards this aim.

The worker would be part of a team of three based in Powis Community Centre and employed by a locally based Management Committee.

Present funding ends on 1st January, 1990.
Salary Scale AP III/V/First point V (£8,840-£11,271).
For application forms and job descriptions:

The Chairperson,
Powis Young Unemployed Project,
11 Powis Circle, Aberdeen AB2 5YX
Telephone: Aberdeen 484144
Closing date: 21st April 1987. (16380)

Hertfordshire is expanding its advisory service and wishes to make these appointments for 1st September 1987.

County Adviser for Business Education

Ref: DMS/133

Soulbury Headteacher Group 9 plus fringe allowance. Hertfordshire has played a leading role in developing new approaches to business education through its TVEI project. It is putting considerable resources into the development of this work. The new post will carry responsibility for modern office technology courses, economic awareness, industrial studies and the wider uses of modern technology in the curriculum in secondary schools and colleges.

County Adviser for Careers, Guidance and Personal and Social Education

Ref: DMS/134

Soulbury Headteacher Group 9 plus fringe allowance. Hertfordshire is developing new policies for careers education and guidance in its secondary schools. It has very close links with NICEC, which is located in the county, and with CRAC. This new post will carry responsibility for developing careers education, pupil guidance and policies for personal and social education in the authority's schools and colleges.

Adviser for 14-18 Education

Ref: DMS/135

Soulbury Headteacher Group 7 plus fringe allowance. The holder of this new post will work closely with the County Advisers for Secondary and Further Education in the development and implementation of curricular policies for the 14-18 age group in schools and colleges. Particular emphasis will be TVEI extension and 16-18 school/college consortia.

Adviser for History

Ref: DMS/136

Soulbury Headteacher Group 7 plus fringe allowance. The County Adviser for Environmental Education has overall responsibility for the Humanities. The holder of this new post will be responsible to him for the support of history teaching in primary, secondary and special schools and in further education colleges. The creation of this new post reflects the importance which the authority attaches to History in its curricular policies.

The authority has a generous relocation package.

Application forms and further details are available from the Education Department (quoting the appropriate reference number), County Hall, Hertford, SG13 6DF, telephone Hertford 555827. Completed applications should be submitted by 10th April 1987.

(16339)

Hertfordshire County Council
An Equal Opportunity Employer

EDUCATION DEPARTMENT (AMENDED ADVERTISEMENT) COUNTY INSPECTORATE

Applications are invited for the following posts within the County Inspectorate and Advisory Service. Successful candidates will be expected to take up appointment on 1 September 1987.

PRIMARY

SENIOR COUNTY INSPECTORS (2 POSTS)

Soulbury £19,260 - £20,766 (Burnham HT Group 10)

1. With special responsibilities in Infant Education.
2. With special responsibilities in Science and Technology.

Applicants for these posts should have suitable qualifications and experience as Headteachers or Advisers.

PRINCIPAL OFFICER (BUILDINGS)

POST NO. 80011

Salary: Max up to £14,882 with opportunity of rising to £16,011.

To undertake duties relating to buildings, furniture and equipment. The successful candidate is likely to have at least two of the following: a degree or equivalent qualification, varied teaching experience, administrative experience at a senior level in an Education Department.

Closing Date: 9 April 1987.

Carriage of relocation expenses payable in appropriate cases. Application forms and further details for both posts available from (in a please) the County Education Officer (P1, PO Box 47, Thredle House, Market Road, Chelmsford, CM1 1LD (Tel: Chelmsford 0246 247222 Ext 2026).

(16339)

ESSEX
County Council

ADMINISTRATION L.E.A.

Education

Careers Service Information Officer

£9,513-£11,271 p.a.

This post arises as a result of the need to expand the Information Division of the Careers Service. The main duties will be concerned with the development of careers material for Nottinghamshire's private view-data network, which can be accessed by all schools and colleges. In addition there will be work in connection with the well established Nottingham Careers Library, which last year dealt with over 12,000 personal callers, and with information research and the generation of new materials. Applicants (male or female) should preferably be graduates and must possess the Diploma in Careers Guidance. It is likely that the person appointed will have had at least three years qualified experience in the Careers Service. Some knowledge of micro-computers would be an advantage but appropriate training will be given.

Relocation expenses where appropriate. Application form and further details can be obtained from C. C. Warner, Principal Careers Officer, Exchange Buildings North, Smithy Row, Nottingham, NG1 2DF. Tel: Nottingham (0602) 418511, extension 285. Closing date 8 April. Please quote ref. 145.

An Equal Opportunity Employer.



Nottinghamshire County Council
County Hall - West Bridgford
Nottingham NG2 7GP

EDUCATION DEPARTMENT

ASSISTANT EDUCATION OFFICERS (SCHOOLS) AND (CONTINUING EDUCATION)

Salary: £14,391 - £16,749 inclusive
(Starting salary according to experience)

Applications are invited from graduates with experience in teaching and educational administration for these newly established fourth tier professional posts following a review of the senior staffing structure.

The postholders will be responsible to a Senior Assistant Education Officer for professional issues, particularly staffing, in the Schools and Continuing Education Divisions respectively and will be expected to show initiative and imagination in these challenging posts.

Further details available from Chief Education Officer, Town Hall, Barking, Essex IG11 7LU. (Please enclose foolscap SAE). Closing date: 10th April 1987.

(16373)

London Borough of BARKING and DAGENHAM
an equal opportunity employer



BUCKINGHAMSHIRE

An Equal Opportunity Employer

EDUCATION OFFICER

Milton Keynes Area Education Office

Salary: PO 8/6 (£18,248 - £20,373 p.a.)

Based in Milton Keynes this post has responsibility for a wide range of work with and in support of schools in the Milton Keynes Area.

Applicants should be graduates with experience in teaching and educational administration and able to contribute to the overall work of the department.

Further details and application forms from Chief Education Officer, County Hall, Aylesbury, HP20 1JZ (Telephone Aylesbury 395000 Ext. 8128).

Closing date for application: 10 April 1987.

(16402)

Mid Glamorgan COUNTY COUNCIL

SENIOR ADVISORY OFFICER MANAGEMENT AND DEVELOPMENT OF IN-SERVICE TRAINING

Applications are invited from persons with experience as a local authority adviser for this post, which involves the co-ordination and development of the provision of in-service education and training of teachers, lecturers and certain other staff in specified fields. The postholder will be required to manage the Authority's existing resources for INSET and have overall responsibility for the Mid Glamorgan Education Resources Centre, with all its constituent groups as well as the developments emerging from the funding under the in-service grant arrangements. Generous relocation package available.

Salary: Soulbury Headteacher (Group 10) £19,280 - £20,766.

Application forms to be returned by 10th April, 1987 obtainable on receipt of stamped, addressed, foolscap envelope from the Director of Education, Mid Glamorgan County Hall, Cathays Parks, Cardiff, CF1 3NF. Tel: Cardiff (0222) 820232.

AN EQUAL OPPORTUNITIES EMPLOYER

(16404)

EDUCATION DEPARTMENT

Assistant Education Officer (Sites and buildings)

Applications are invited for this post from graduates with teaching and administrative experience. The postholder will be responsible for forward planning, reorganisation and disposal of education sites, acting in close consultation with other County Council departments. Other responsibilities of the post include dual use schemes, oversight of grounds and buildings maintenance service, energy conservation and health and safety matters.

Salary (under review) PM Grade 2: £19,584 - £21,540 + £225 fringe area allowance.

Application forms and further particulars, including details of the County Council's attractive relocation scheme, are available from the County Education Officer (Ref: DMS/139), County Hall, Hertford, SG13 8DF, telephone Hertford 555827.

Closing date: 13th April 1987.



Hertfordshire County Council
An Equal Opportunity Employer

EDUCATION DEPARTMENT

SPECIALIST ADVISER FOR EQUAL OPPORTUNITIES

GRADE: SOULBURY HEADTEACHER GROUP 6: £14,751 - £16,236 PER ANNUM (currently under review)

Applications are invited for this new permanent post to be established from 1st September 1987 to develop curriculum strategies for the promotion of equal opportunities in the Authority's educational establishments.

Applicants should have knowledge of recent developments and good practice in other LEAs and the successful applicant will work with a team of specialist advisers and the leaders of various curriculum projects in development of equal opportunities work across the curriculum.

Forms of application obtainable from and returnable to the Chief Executive's Department, Town Hall, Bury 10.9 0911 (Telephone: 061-708 0140) by 10th April 1987.

AN EQUAL OPPORTUNITY EMPLOYER

BURY METROPOLITAN BOROUGH COUNCIL

EDUCATION DEPARTMENT

INSPECTOR OF SCHOOLS (MATHEMATICS)

£16,785-£18,273

SOULBURY HEAD TEACHER GROUP 8

As the result of the promotion of the previous postholder to another inspectorial post in this Authority, the Council is seeking to appoint an energetic, highly qualified educationalist and mathematician to foster the development of mathematics education in the Borough. The principal responsibilities of this post include advising on the mathematics curriculum, inspecting schools, appointing staff, serving as a pastoral inspector in respect of a group of schools and overseeing, in collaboration with other inspectors, the Mathematics, Science and Technology Centre.

The successful applicant will have substantial experience, including teaching at a senior level, an involvement in the professional development of other teachers, curriculum development and the implementation of curriculum change. An essential car user allowance applies and relocation expenses will be payable in approved cases.

Application forms and further details available from Town Clerk & Chief Executive Officer, Metropolitan Borough of Solihull, P.O. Box 18, Council House, Solihull, West Midlands B91 3QS. Tel: 021-704 6086 (24-hour answering service) quoting Ref. No. C10437(TES).

Forms to be returned by 10th April, 1987.

ALL APPLICATIONS WILL BE CONSIDERED ON THEIR MERIT.

Solihull

METROPOLITAN BOROUGH COUNCIL

County of Cleveland

EDUCATION DEPARTMENT Adviser - Mathematics

£16,785 - £18,273

Applications are invited from suitably qualified and experienced persons for the post of Adviser with responsibility for Mathematics.

Warden - Elmwood Youth and Community Centre £9,848 - £11,046

Required at Elmwood Youth and Community Centre, Darlington Road, Stockton-on-Tees, Cleveland.

Applications are invited for this post in a long-established Youth and Community Centre. The Centre is based in an old house which has been extensively converted and extended to provide social area, activity area, coffee bar area and separate entrance and office for youth section, together with meeting and activity rooms and a large social hall and kitchen together with extensive outbuildings. The Centre is situated in attractive grounds with a large field for recreational activities.

Applicants must be qualified and experienced Youth and Community Workers and should be interested in developing both youth and community activities in the Centre, interests in training, personal development of young people.

Assistance with removal and relocation expenses will be provided in approved cases. Temporary accommodation may also be available within the County area.

APPLICATION FORMS AND FURTHER DETAILS ARE AVAILABLE FROM THE COUNTY EDUCATION OFFICER, EDUCATION OFFICES, WOODLANDS ROAD, MIDDLESBROUGH, CLEVELAND, TS1 3BN (TEL: (0462) 248155, EXT. 3000) FROM WHOM COMPLETED FORMS SHOULD BE RETURNED BY 10TH APRIL, 1987.

We are an equal opportunities employer. All applicants who have the support of the Displacement Resettlement Officer will be granted an interview.

(16308)

Divisional Careers Officer

£12,177-£13,119

Following a promotion applications are now invited for the post of Divisional Careers Officer for Bracknell and Wokingham to be based at Bracknell.

This area is one of considerable change and development and offers an excellent opportunity for qualified and experienced Careers Officers to manage a division. Salary scale £12,177-£13,119, car allowance and assistance towards removal expenses available.

For fuller particulars and application forms apply (SAE) Director of Education (C3) Shire Hall, Shiffield Park, Reading RG2 9XE. Closing date 13th April.

An Equal Opportunity Employer

Royal County of Berkshire

ADMINISTRATION L.E.A. CONTINUED

Education

To reflect the new and changed needs of the Education Service in Nottinghamshire, the senior structure of the Department has been expanded and re-organised. This has resulted in the following post being vacant and applications are sought from suitably qualified candidates with proven managerial, administrative and consultative skills.

Education Officer

(Training & Personal Development)

£15,627-£16,775 p.a.

The postholder will be expected to make a significant contribution to the development of all the Department's staff both teaching and non-teaching and be responsible for designing and delivering staff training programmes based upon appraisal and a training needs identification system. Applicants (male or female) should possess a good honours degree together with either successful teaching experience or other suitable qualification and senior management experience within the training environment. This is a re-advertisement and previous applicants need not re-apply.

Relocation expenses where appropriate.

Application forms and further details are available from the Chief Education Officer, at County Hall. Closing date 10 April. Please quote ref. TPD/145.

An Equal Opportunity Employer.



Nottinghamshire County Council
County Hall - West Bridgford
Nottingham NG2 7GP



WIRRAL
AN EQUAL OPPORTUNITY EMPLOYER

GENERAL INSPECTOR OF SCHOOLS (TVEI CO-ORDINATOR)

£18,075-£19,587

Wirral is a first round TVEI Pilot Authority and has developed a successful proposal to extend TVEI to all secondary schools beginning in September, 1987. Responsibilities will be to co-ordinate, manage, develop and implement the extension programme. Substantial experience in curriculum development-in-service together with proven success in management at a senior level is essential.

INSPECTOR OF SCHOOLS CRAFT DESIGN AND TECHNOLOGY

£16,785-£18,273

Responsibilities will include initiating and co-ordinating curriculum and staff development in Craft Design and Technology in all phases. Proven success at senior level in any phase essential.

Application forms and further particulars from the Director of Education, Municipal Offices, Cleveland Street, Birkenhead, Wirral L41 6NH, (051-647 7000, ext 800), returnable by 10 April, 1987.

ALL APPLICANTS WILL BE CONSIDERED ON THE BASIS OF SUITABILITY FOR THE POST REGARDLESS OF SEX, CREED, RACE OR DISABILITY

BUSINESS MANAGER (Re-advertisement)

£15,000 per annum

The Education Service in Cambridgeshire requires a Business Manager for their County Resources Centre which was established in 1974. This new post is challenging, creative, wide ranging and demanding. The Resource Centre has a technology wing responsible for the provision and servicing of audio/visual and computer equipment within the county, and a publishing wing which designs, produces and sells a wide range of teaching and learning materials both nationally and internationally.

The Business Manager is required to control all business aspects of the Centre and to run it as an independent self-financing concern. At the moment the Centre is 80% self-sufficient.

Applicants should preferably have a Degree or Diploma in Business Studies and relevant experience in a commercial setting. An interest in developing these educational support systems is essential.

The post requires commitment and enthusiasm but in return the Authority offers real scope for personal career development, a good negotiable salary and relocation expenses where appropriate.

For further information please contact Brendan Dwyer, Chief Librarian, Room 234, Castle Street, Shire Hall, Cambridge or telephone Cambridge (0223) 317083. Applicants should provide full c.v. by April 8th 1987.

(Previous applicants need not re-apply as their applications will automatically be re-considered).

CAMBRIDGESHIRE

Redbridge

London Borough

Education Committee

Appointment of Adviser for Special Educational Needs

(Burnham H.T. Gp. 8 equivalent plus

London Allowance, currently

£17,680 - £19,088 p.a.)

(READVERTISEMENT)

Applications are invited for the above appointment which arises as a result of the resignation of an existing post within the advisory service consequent upon the retirement of the holder.

Candidates should hold an advanced qualification directly relevant to the area of special needs and should have had wide and successful teaching experience in mainstream or special schools, preferably both. Applicants should also have had a significant period of senior management responsibility.

The successful candidate should be hardworking and enthusiastic and be keen to work as a member of a team. The authority is committed to the development of a broad, relevant and coherent curriculum for all children and the advisory service is seen as having a key role to play in this. The Education Department has a well established special services administrative branch and the new adviser will be expected to liaise closely with colleagues there, with the Schools Psychological Service and with Health and Social Services staff as appropriate.

Further particulars and an application form can be obtained from the Director of Educational Services, Education Offices, 255/259 High Road, Ilford, Essex. Previous applicants for the post will be reconsidered automatically.

The closing date for the receipt of completed forms is Thursday, 30th April 1987.

(16339)

ASSISTANT EDUCATION OFFICER (SCHOOLS)

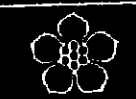
£17,916-£18,350

Applications are invited for this senior position in the Department located in Northampton House, Northampton. Four Assistant Education Officers report to the Assistant County Education Officer (Schools) each covering an area of the County. The vacancy arises following the retirement of one of the present postholders.

Application forms and further details available from the County Education Officer; Ref. G/ST/VS/C2, Northampton House, Northampton NN1 2HX. Tel: Northampton 256372.

Closing date: 10 April 1987.

Education Northamptonshire
welcomes applications regardless of marital status, sex, race and disability



HAMPSHIRE

CAREERS SERVICE Careers Adviser (higher education)

up to maximum of £12,297

Applications are invited for the above post based at the Southampton Institute of Higher Education. Duties will include providing a careers guidance service to students at the college and promoting careers education within the college. The successful applicant will be a member of the Hampshire Careers Service but based full-time at the college. Applicants should have the Diploma in Careers Guidance or equivalent qualification, have considerable Careers Service experience and an appreciation of the needs of students in higher education.

Generous relocation expenses are payable in appropriate cases. The Authority pursues a policy of equality of opportunity and applications are particularly welcome from people with disabilities.

For further details contact Mrs. R. Penman, Divisional Administrative Assistant, Divisional Careers Office, 4th Floor, Arundel Towers North, Portland Terrace, Southampton, SO9 4XB enclosing a stamped addressed envelope, or telephone Southampton 635100 Ext. 232, quoting reference 6982. Closing date 13th April 1987.

EDUCATION DEPARTMENT



The National Deaf-Blind & Rubella Association EDUCATION OFFICER

£13653 — £14862 (under review and subject to negotiation)

SENSE, The National Deaf-Blind & Rubella Association is seeking to appoint an Education Officer to take responsibility for its work relating to the education of deaf-blind children. The post will be based at Sense-In-the-Midlands in Edgbaston, Birmingham, although a base at Head Office in London would be possible. In addition to servicing the Education Committee, the postholder will negotiate at all levels within central and local government, will plan and manage training courses for professional staff, will initiate a wide range of service planning and will follow up the recent DES Consultative Document and Survey on the provision of education nationally for deaf-blind children.

A flexible, well-motivated, articulate and dynamic person, able to meet the varied demands of this post is sought. Essential requirements include experience in special education, an appreciation of the structure of educational services and their administration, and the ability to effect change. The post may be discussed further with Rodney Clark on 01-278 1005. A job specification and other details are available from Pam Winters, Sense, 311 Gray's Inn Road, LONDON WC1X 8PT. Applications are sought in the form of a letter including the usual personal and career details. (16468)

ADMINISTRATION - GENERAL

continued

WEST MIDLANDS

SANDWELL COLLEGE OF FURTHER & HIGHER EDUCATION
EDUCATION OFFICER (SCALE 6 UNDER REVIEW)
Following the appointment of the present post holder to a post of Chief Administrative Officer, applications are now invited from experienced Administrators for this senior post in a new group 10 College.
The post holder, who will be a member of the Administrative Management Team, will be responsible for the college's administration, M.S.C. courses and College maintenance information. Further details and an application form from Mrs J. Eaton, Personnel Officer, Sandwell College of Further & Higher Education, Wodan Road, South Wednesbury, West Midlands, B69 7PE or Tel: 021-556 9010. Closing date for receipt of completed forms: Friday, 17th April, 1987. 500000 (06142)

Application forms and further particulars are available from the County Educational Psychologist, The Midlands, Albany Foregate, Shrewsbury. Closing date: 13th April 1987. (02884) 500000

Educational Psychologists

SHROPSHIRE

EDUCATION COMMITTEE

GRIST
GRANT RELATED (INSERVICE TRAINING) (Three Years 1987 - 1990)

APPOINTMENT OF EDUCATIONAL PSYCHOLOGIST
Salary £16,107 - £17,148

An experienced Educational Psychologist is required to join a team covering both rural and urban parts of the county. The post offers an opportunity to work in a variety of mainstream and special settings and to the County Intervise Programme.

The appointment is for three years in the first instance.

Application forms and further particulars are available from the County Educational Psychologist, The Midlands, Albany Foregate, Shrewsbury. Closing date: 13th April 1987. (02884) 500000

Education/Education Psychology Service

Senior Educational Psychologist (Social Services)

(Soulbury: Head Teacher Group B)

£16,785-£18,273 p.a.

A fully qualified and experienced educational psychologist is required for this specialist post. The duties will include work in two Observation and Assessment Centres and in two Community Homes with Education and will offer opportunities for some generic work in the Educational Psychology Service. The postholder will provide a consultancy for other members of staff on professional matters related to work with the Social Services Department. An essential car user allowance is payable.

Relocation expenses where appropriate. Informal enquiries may be made either to Mr. J. Grover, Principal Educational Psychologist or Mr. W. Riddell, Principal Assistant (Child Care) on Nottingham (0602) 828283, ext. 3556 or 4036, respectively.

Application forms and further details are available from the Chief Education Officer at County Hall. Closing date: 14 April. Please quote ref. A15/SEP/145. An Equal Opportunity Employer.



Nottinghamshire County Council
County Hall - West Bridgford
Nottingham NG2 7QP

Examiners

LONDON REGIONAL EXAMINING BOARD

Applications are invited for the following posts for the 1987 series of examinations:

JOINT O-LEVEL/CSE EXAMINATIONS (LONDON AND EAST ANGLIAN GROUP)

EXAMINERS AND ASSESSORS
Examiners and assessors in the following subjects:

CSE EXAMINATIONS
Examiners and assessors in the following subjects:

ASSESSORS
Computer Studies.

Application forms and further particulars may be obtained from: D.H. BOARD, M.A., Secretary to the Board, 104 Wandsworth Road, London SW18 4LE to which completed forms should be returned NOT LATER THAN 10 APRIL 1987. 600000 (06405)

THE ASSOCIATED EXAMINING BOARD

Applications are invited for the following posts for the June, 1989 examinations:

CHIEF EXAMINER FOR MUSIC (6533) at ADVANCED LEVEL (Scale 6) with the June, 1989 examinations. This would be desirable if possible.

CHIEF EXAMINER FOR ECONOMIC AND SOCIAL HISTORY (6534) at ADVANCED LEVEL

Applicants should have a degree or equivalent qualification in a relevant subject, a minimum of four years' recent experience of examining, and a commitment to the work of the Board. Further details and application forms may be obtained from: The Secretary General, The Associated Examining Board, Stag Hill House, 100 St. Dunstons Road, Exeter EX1 2EX, to which completed forms should be returned not later than 15 May, 1987. (46822) 600000

Miscellaneous

A SALES CARRIER with an interesting and rewarding career opportunity. Full time, unlimited prospects and excellent income. Suitable applicants aged between 21 and 49 can be employed in the area of their choice. Please write Mr. R.J. Colley, 24 Colchester Street, London SW1V 5DH. (33587) 60000

ALTERNATIVES FOR TEACHERS Use professional skills in new employment. Career in TV. From Teaching into Business. Courses in Writing and Publishing. £2.25 each all three. £3.95. Dept. A, Newell House Publishing, Bournemouth, Dorset. Tel: 01204 88189. (44308) 60000

MISCELLANEOUS

TEACHERS/TUTORS required by new agency throughout the East & West Midlands - all subjects. For Registration form (no fee or obligation) write to: Link-Up Ltd., P.O. Box 154, St. Martin's House, Bull Ring, Birmingham 5. (35555) 600000

TRAFFORD METROPOLITAN BOROUGH EDUCATION DEPARTMENT PROJECT LEADER Educational Provision for the Unemployed. LECTURER II. SCALE 1-5 £9,095 - £11,051. A suitably qualified and experienced candidate is required for the above post which arises from educational support grant funding (category VII) for a project concerned with the planning and development of educational provision for the unemployed in the Borough. The project is projected to start in June 1987 and to be completed by May 31st 1988. Details available from and applications to the Chief Education Officer, PO Box 19, Town Hall, Sale M33 1YU. Tel: 061-872 8101, Ext. 3114. Closing date April 10th 1987. 600000 (105075)

SOMERSET/AVON Part-time Speech Consultants required for the Diocese of Bath and Wells to cover the Wells and Midsomer areas. Please write for further information to: The Director of Training, The Diocese Office, The Old Rectory, Wells BA5 2UG. (06595) 600000

SOMERSET **COURSE COORDINATOR** We are a small private company engaged in Transport Studies. We require a person as part of our team to be responsible for all aspects of our courses from initial enquiries to the delivery of the course. Salary based on Lecturer scale 0. Please telephone in the first instance. Friendsbury Ltd., 200000 (06408)

Education Director £14,784-£16,458 p.a. Afro-Caribbean Education Cultural and Study Centre, Nottingham

The Association of Afro-Caribbean Families and Friends together with Nottinghamshire L.E.A. seek to appoint a well qualified Director for this very exciting project.

Candidates (male or female) must be well qualified in the history and politics/literature of the Caribbean and United Kingdom. Experience of working with young people in their 'teens, twenties and understanding of black people in contemporary society is essential. Application forms and further details are available (a.s.a.) from the Chief Education Officer at County Hall. Closing date 10 April. Please quote ref. S26. An Equal Opportunity Employer.

WEST SUSSEX **WID. DOWNS HEALTH AUTHORITY** **SENIOR HEALTH EDUCATION OFFICER** Salary: £9,676 - £11,884 p.a. (Post funded for 3 years 1987-1990).

A suitably experienced and qualified person, preferably with a school/college background, is required for this small but developing department. The main area of responsibility will be to develop Health Education programmes for young people with particular reference to an AIDS prevention project.

For informal discussion please contact: Christine Lowe, DHEO, on 0444 459123. Ext. 25.

Application form and job description available on request. Personnel Department, Mid Downs Health Authority, Linwood, Buntingford Road, Heywards Heath, West Sussex. Tel: 0444 457541. 600000 (06357)

Nottinghamshire County Council
County Hall - West Bridgford
Nottingham NG2 7QP



THE BODY SHOP
Skin & Hair Care Preparations

PRODUCT TRAINING INSTRUCTOR CENTRAL LONDON

The Body Shop, renowned for their range of naturally based skin and hair care preparations, require an experienced trainer to join a professional team in their central London training school.

You will be a highly motivated and committed individual, preferably a qualified teacher or experienced trainer with a knowledge of human biology. Responsible for identifying training needs, designing and implementing courses based on our products, you will be an excellent communicator with endless enthusiasm and energy. Mobility is important and some nationwide travel will be required.

If you possess the personal qualities we require and have a record of success in training, we would like to hear from you.

We offer full training in our product range, salary circa £9,000 and large company benefits.

Interested? Apply with full CV to: Barbara Henwood, The Body Shop Training School, 32/34 Great Marlborough Street, London W1V 1HA, by Monday 6th April 1987. (18348)

THE NATIONAL ASSOCIATION FOR THE TEACHING OF ENGLISH

FULL TIME OFFICER (Salary - Burnham Scale 4)

We are looking for someone with relevant teaching experience, primary, secondary or college, to serve the Association's members and Branches, to promote the interests of the Association widely and for some organisational duties.

This is a new post, to last for 2, possibly 3 years. Leave of absence from LEA service may be possible.

NATE is fully committed to a policy of equal opportunities.

Details may be obtained from: NATE Office, 48 Broomgrove Road, Sheffield S10 2NA. Tel: 0742-898924.

Anglo-European College of Chiropractic BURSAR

Applications are invited for the above post. Our present Bursar will be retiring at the end of this year. The successful applicant will be required to take up the position no later than 1st September 1987, to allow for an adequate transition period.

The Bursar is responsible to the Dean for business administration and financial planning and control.

Our College has approximately three hundred full-time fee paying students from various parts of the world. A multi-disciplinary international faculty teach the four year Diploma course.

Further information concerning the position and the College may be obtained from the Dean, to whom handwritten applications (including CV) should be forwarded before the deadline of 1st May 1987.

Anglo-European College of Chiropractic, Parkwood Road, Bournemouth, Dorset BH9 2DF. Telephone (0202) 431021. Fax (0202) 431021. (16418)

Royal County of Berkshire

EDUCATIONAL PSYCHOLOGIST

TEMPORARY FULL-TIME (READING AREA) £10,170-£17,148 dependent on age and experience

Applications are invited from fully qualified Educational Psychologists to cover for maternity leave from 1st June 1987.

Candidates must have an honours degree in Psychology, not less than 2 years' qualified teaching experience, and post graduate training in educational psychology. The post will be based in Reading. The successful applicant will be expected to support a group of schools in the suburban fringe of Reading including a large special school.

Application forms and further details may be obtained from the Director of Education (PP), Shire Hall, Shirehall Park, Reading RG2 9XE. (Tel: Reading 0734-875444; ext. 3423)

Informal enquiries may be made of the Principal, Mr D. Brownhill on Reading 578831.

Closing date for applications 10th April 1987. An Equal Opportunity Employer

DEVON **SKERN LODGE OUTDOOR CENTRE**
The professionals in Outdoor Education. Multi-Activity and/or Field Study Courses. Courses for Senior and Junior Schools. TVEI, YTS, management training, etc. For the best in instruction, quality facilities and value ring Martin or Andy on Bideford 0953 7255 or 7256. Details 0492 76822. (04653) 600000

LLANDUDNO **TYR BRODYR ACTIVITY CENTRE**
Residential courses in Env. Studies, all Outdoor Pursuits (inc. sailing) and F. Studies. Courses for Senior and Junior Schools. TVEI, YTS, management training, etc. For the best in instruction, quality facilities and value ring Martin or Andy on Bideford 0953 7255 or 7256. Details 0492 76822. (04653) 600000

DUDLEY **METROPOLITAN BOROUGH**
Equal Opportunities Employer
MULTICULTURAL EDUCATION SERVICE
BIRD'S MEADOW EDUCATION CENTRE
Bird's Meadow, Fenet, Brierley Hill, West Midlands, B37 7YU. Tel: 0959 3111. (37091) 600000

WY NOT TRAIN To teach exciting Workout classes in your area. Proven success. Sandra Straw, Workouts 0688 22808. Also requires local Supervisors. (33556) 600000

PERIPATETIC POSTS
BARNLEY **METROPOLITAN BOROUGH EDUCATION COMMITTEE**
CHIEF OF SCENARIOS FULL-TIME TEACHER/PERFORMER OF ORIGIN TO teach in the Authority's schools and Music Centres. To take part in demonstration concerts for children and adults. For qualified and experienced teachers. Application should be made by letter to the Education Officer, Barnley Close, Barnley S70 2HE, giving full curriculum vitae and two references. Closing date: 14th April 1987. (04554) 600000

ADVENTURE PROJECT WORKER
Wanted to organise away trips and local or overseas for young people. Driving licence essential. Accommodation available. Lecturer 1 Scale. Contact: Neda Houn, 33 Southwark Park Rd., London SE16 5JZ. Tel: 01-593 1381. Closing date: 24th April 1987. (35995) 600000

HAVE YOU TRAINED IN SPEECH THERAPY TEACHING PSYCHOLOGY?

ARE YOU INTERESTED IN A NEW CHALLENGE

NFER-NELSON is the major UK publisher of tests and assessment procedures for educational and clinical professionals. Our name is synonymous with quality products and services. We are now seeking to strengthen our Field Sales Team and wish to make the following appointments:

FULL-TIME AREA MANAGER - SOUTHERN ENGLAND
PART-TIME AREA MANAGER - NORTH WEST ENGLAND
PART-TIME AREA MANAGER - YORKSHIRE AND HUMBERSIDE

Applicants for these positions will have spent time working in the speech therapy, psychology, teaching or in related professions. An interest, knowledge and empathy with tests and assessment procedures would obviously be advantageous and any previous selling experience would also be preferable. Energy and enthusiasm are essential qualities plus an appetite for hard work and a desire to become involved with specialist products in our very successful company.

All three positions are home-based. A company car, competitive salary and benefits will be available to the successful applicant for the full-time Area Manager's job. Candidates for the part-time positions must have use of their own car and telephone. An attractive remuneration package will be offered to the successful candidates.

If you believe you have the experience and qualities to fill one of these positions, please telephone for an application form and further details to:

Sue Marland, NFER-NELSON, Denville House, 2 Oxford Road East, WINDSOR, Berkshire SL4 1DF. Telephone: Windsor (0753) 658961. (16418)

PROMOTE DESIGN EDUCATION
£10,890-£13,400 (under review)

We are looking for an experienced secondary teacher of design to join the small team implementing the Design Council's educational policies at secondary level.

The Secondary Education Officer will be involved in a number of projects and responsibilities will include advising on the technical and educational aspects of an annual schools design prize, advising on the production of secondary design teaching resources and actively contributing to DESIGNING, a termly schools newspaper.

The starting salary will depend on qualifications and experience. There are 24½ days' annual holiday, flextime and an excellent non-contributory pension scheme plus other benefits.

For further details and an application form please contact: Ms Gillian Webb, Personnel Officer, The Design Council, 28 Haymarket, London SW1Y 4SU. Telephone 01-839 8000 ext 4030. An equal opportunities employer

CENTRE FOR JEWISH EDUCATION
at the Sternberg Centre for Judaism requires a **DIRECTOR**

This is a challenging post for someone who has sound Jewish knowledge and is committed to Progressive Judaism.

The Director is to lead a team of professional consultants and administrators engaged in developing all areas of education within the communities of the Reform Synagogues of Great Britain and the Union of Liberal and Progressive Synagogues.

The Centre is undergoing a programme of change and expansion and the Director will manage a professional structure and will have executive support.

The Director will need to be an experienced, imaginative and innovative professional educator capable of understanding and carrying out modern teamwork at a high level.

A salary package of over £20K is offered. Further details from: The Director, Advancement of Jewish Education Trust, The Sternberg Centre for Judaism, 80 East End Road, London N1 2BY. Telephone Rabbi Tony Bayfield on 01-346 2268 for a confidential discussion. (16418)

THE DESIGN COUNCIL

PERSONAL COLUMN

In late February, I gave a lecture on literature and politics at Newcastle University. I travelled out of Manchester on a route I don't normally take, from Victoria Station to Miles Platting. The urban landscape shocked me: derelict warehouses, abandoned factories, junk yards, piles of rubble which reminded me of television pictures of Beirut. And yet this is an area of high unemployment: so much work to do and so many idle hands!

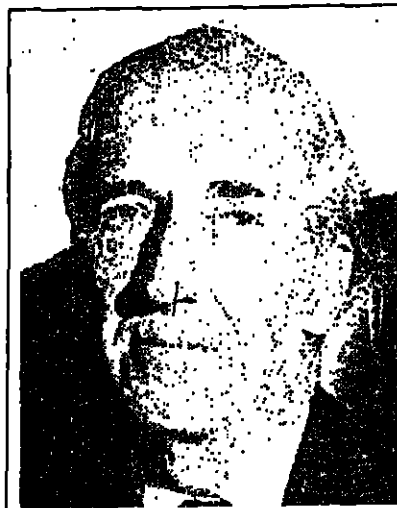
In November 1985, I devoted one of these columns to the evils of youth unemployment, the wasted years. The problem is just as acute today, and ought to be the main issue at the forthcoming General Election.

On my train to Newcastle, I was making notes for a review of Tony Tanner's illuminating new book on Jane Austen. In preparation for this task, I re-read *Persuasion*, which I'd not looked at for more than 10 years. As I gazed out of my carriage window at Miles Platting, I could not help asking myself what relevance a reading of Jane Austen, and more generally the study and teaching of literature, to which I've given my life, could have for people trapped in this urban squalor.

Would not the children in our inner city schools be best employed studying for jobs or debating issues such as nuclear war, Aids or unemployment itself, rather than reading *Pride and Prejudice* or *Emma*? Should Jane Austen still be included in a reformed A level syllabus?

Teachers of English know that Jane Austen was not a minimalist concerned only with the manners of a bygone age. Her novels express a violent repugnance for the hypocrisies and greed of the contemporary middle classes, what D W Harding in a famous phrase called "regulated hatred". The old-fashioned view was that Jane Austen ignored the great issues of her time, such as the Napoleonic wars. In his new book, Tony Tanner shows that she was much more aware of contemporary events, of wars and domestic unrest, of the results of the Industrial Revolution, than conventional views allow.

Last week, Professor Park Honan of Leeds University gave a splendid, lively talk to my students based on his new biography of Jane Austen to be published this autumn.



BRIAN COX

Austen in the city

'The study of literature creates a freedom of mind often in opposition to conventions of the times'

He has investigated the careers of her brothers in the navy, whose letters provided her with considerable information about national affairs.

Jane Austen's novels are deeply concerned with radical changes in society taking place in England in the early 19th century. Tony Tanner explains that she saw her society threatened, but mainly from the inside. When she wrote *Pride and Prejudice*, she was conservative in her belief in the importance of good order and security, that the owners of property should maintain values of "propriety", of decorum, morality and good manners. Propriety of gesture and utterance were necessary for the maintenance of peace and stability, and the marriages of Elizabeth and Darcy, Emma and Knightley, or Fanny and Edmund celebrate the redemption of society through an embodiment of the best values.

But Jane Austen increasingly recognized that her ideals were not being put into practice. By the time she wrote *Persuasion*, she acknowledged that property owners such as Sir Walter Elliot had betrayed their privileges. Like all Jane Austen heroines, Anne Elliot survives by transcending her society, by understanding its realities and developing a free critical intelligence.

And this is why study of Jane Austen and the English novel remains so important. Not only does the study of literature stimulate

the imagination, it creates a freedom of mind often in opposition to the established conventions and pieties of the times. Such freedom is very much in need as vocational and utilitarian imperatives dominate educational discussions.

This is the traditional argument for the importance of literature. But does the study of A level set texts really stimulate the imagination and promote freedom of mind? Don't many students find Milton or Pope or Jane Austen so alien they are forced to imitate the views of their teachers or the critics?

Left-wing opponents of the traditional syllabus, such as Terry Eagleton of Oxford, find two main flaws in the usual A level methods of teaching. The curriculum is often unsuited to the true interests of the students, and results in passive repetition of other people's ideas. And study of great authors as exemplary texts embodying universal truths develops a conservative universalism. If Jane Austen's characters are treated as if they were living in Cheltenham today, rather than studied in the context of the early 19th century, a feeling is created that human problems are the same whatever the social background, and that radical political alternatives would make no fundamental difference.

Colin MacCabe has similarly insisted that the curriculum is out of touch with the real

enthusiasms and concerns of the modern student, whether in Manchester or anywhere else. In "Broken English", a 1986 article in *Critical Quarterly*, he describes the great shift that took place in intellectual thought, particularly in France, with the development of structuralism in the 1960s. He says that the central feature of this revolution is that our own culture becomes an object of study like any other, privileged only by historical accident and not by some absolute merit. The result has been a radical reappraisal of all our conventions of thought, all the implicit assumptions involved in our use of language.

He insists this is why creative writing is so important. If the student is to interrogate our own cultural condition this must be achieved not by an exclusive diet of critical essays imitating received opinion, but by creative evaluation through other forms of writing.

I find these ideas exciting, and believe that conservatives, like myself, and left-wing writers, like Terry Eagleton, can agree on the value of such creativity. A student of Jane Austen's "regulated hatred" should be also engaged in his or her own writing, perhaps fiction or documentary, trying to evaluate problems of social convention and language in present-day society. Only in this way can Jane Austen and Manchester stay together in a marriage as true and lasting as those which end her novels.

NEXT WEEK

Melting pot
Sarah Bayliss reports on a study that casts new light on the attainment levels of black and white boys and girls in infant schools

Taking books home
The latest research may mean a rethink for many parental involvement schemes

Youth access
Ed Berman on computers and the youth service

Extra: Science

NOTICEBOARD

No 298 CROSSWORD by Rufus

PEOPLE...

Professor Peter Mathias to be Master of Downing College, Cambridge, on the retirement of Sir John Butterfield in September.

Sir Sydney King to be Pro-Chancellor of the University of Leicester.

Mr Barry Kirk to be principal of the Kent Institute of Art and Design's Canterbury College of Art. He was vice principal.

Mr Gordon Dyer to be director of the Open University's centre for continuing education in succession to Mr Mike Richardson. He was the deputy regional director of the OU's East Angles region.

Mr Jonathan Hewitt, deputy head of Gerstang St Thomas' CE primary school, Wyre, Lancaster, to be head of Accrington St Mary Magdalen's CE primary school, from May.

Mr William Calvert, deputy head of Westwood high school, Leek, Staffordshire, to be head of Darakata school, Ballymoney, Co Antrim.

CONFERENCES...

March 28-30
Languages - the challenge of change. Joint Council of Language Associations conference at Hull.

April 1-3
Health and safety. Western Forest branch conference on *Health and*

group work. Details from Patsy Wagner, Summerfield Centre, Leyton Green Road, London E10.

April 14-15
Realism in children's books. Fifth Bookquest conference on children's literature at Brighton Polytechnic with Jill Paton Walsh, Bernard Ashley, Nina Baym, Geoff Fox, David Self and Gareth Owen. Open to teachers, librarians, publishers and the public. Non-residential fee: £12. Details from The Bookquest conference secretary, the Literacy Centre, Faculty of Education Studies, Brighton Polytechnic, Falmer BN1 9PH.

April 14-16
The second international conference on chemical engineering education organized by the Institution of Chemical Engineers at Robinson College, Cambridge. Details from the conference section, Institution of Chemical Engineers, 165-171 Raffleway Terrace, Rugby, Warwickshire CV21 3HQ.

April 13-15
Environmental education at the Centre for Alternative Technology, Powys, for teachers and other educators. The course combines discussions, workshops, practical sessions and lectures to provide ideas for curriculum development in and out of schools and colleges. Details from Lesley Bridgman, CAT, Muchenilly, Powys.

April 13-15
Poetry in schools - University of London Institute of Education INSET vacation courses with Mairi Andrew and Wes Magee. Fee £30 (excluding accommodation). Details from the INSET Office, University of London Institute of

Education, 20 Bedford Way, London WC1H 0AL.

April 15-21
Creative writing course in Wales for ILEA teachers to work with practising writers. The course is entirely funded by the authority, but only 20 places are available. Details from Barry Simmer, English Department, Fintona School, telephone 01-828 0881.

April 2 and 3
Powys Rural Enterprise Project dissemination workshop at Radnor College of FE, Llandrindod Wells. PREP is a curriculum development project to improve the transition from school to work and is supported by the EEC, the Welsh Office, Mid Wales Development and Powys County Council. Details from the PREP office, Radnor College, Sap Road East, Llandrindod Wells, Powys LD1 5ES.

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COURSES...

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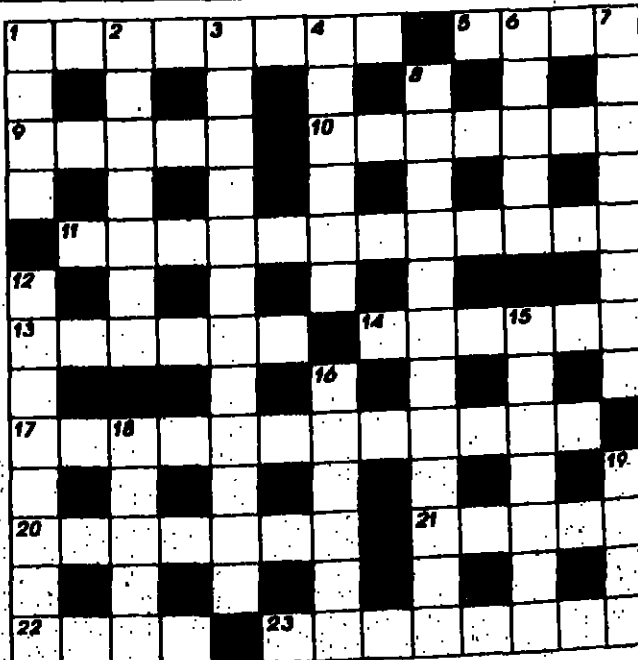
EVENTS...

April 7-28
Ferdinand: an exhibition to mark the 50th anniversary of the publication of *Ferdinand the Bull* by Munro Leaf, in the children's library, the Barbican Centre, London EC2.

April 10-12
British Association for Sport in Colleges national finals at Leeds. Details from Bill Bevan, Principal, Langley College, Station Road, Langley, Slough SL3 8BY.

COMPETITIONS...

Tourism
Teams of pupils in the fourth, fifth and sixth forms of secondary schools, students on further education courses and tourism-related Youth Training Schemes in England are invited to produce either an illustrated brochure or short video promoting local tourism facilities and events in their area with appeal for young people. Entry forms from the education training unit, English Tourist Board, 24 Grosvenor Gardens, London SW1. Closing date May 26.



Across

- 1 One should get on with it (8)
- 5 Vehicle to move before take-off (4)
- 9 Feverish activity in temples (5)
- 10 Set, one's slighter and improves (5,2)
- 11 Read your school principal missing and panic! (4, 4, 4)
- 13 Free of charge (6)
- 14 Conventicle is done by invitation (6)
- 17 You and Eve (6, 6)
- 20 Find made by a hunter (7)
- 21 Doubly strengthening (5)
- 23 Spring till they (4)

Down

- 1 Write that sparkle as it rises (4)
- 2 No brawl disturbs such a light sleeper (4-3)
- 3 In a way, between learn what children have to be taught (5, 7)
- 4 Overweight blondes, initially, years to get in shape (6)
- 7 Spring away I am put outside the room (8)
- 8 Regard 'as skilful and of bomb import' (10)

Solutions to puzzle 297

- 1 Mine's union head appears stupid (8)
- 15 Kind of heater used in the home or in the theatre (7)
- 16 Possibly push to a conclusion (6)
- 18 Hundred small river fish in the basket (5)
- 19 Water thoroughly (4)